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ABSTRACT

This booklet is an instructional aid for teacher trainers. Its aim is to help trainers familiarize teachers with the theory and proper use of the Reinforced Readiness Requisites (RRR) program, a series of 145 lessons designed to give standard kindergarten and first grade entry and reading readiness skills to Mexican-American and Indian children. The RRR program is based on tangible rewards and group cooperation. In the initial stage of the one-year program, children are given toys if the class as a whole meets performance criteria in a lesson. Later the toys are replaced by tokens, and then the tokens are also phased out. The booklet contains an explanation of the theory behind the program; questions for group discussion; scenarios for role playing; storyboards and scripts of two slide presentations--one on the program content and the other on the reinforcement techniques; three sample lessons; and a nine-category classroom observation schedule . An appendix contains a list of media materials and written handouts which accompany the RRR teacher training program. (RT)

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REINFORCED READINESS REQUISITES
from Theory to Practice

By

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Introduction to Theory and Rationale

We cannot assume that the basic principles underlying Reinforced Readiness Requisites will automatically be absorbed by the teacher. To effect lasting change in the teacher's behavior, we must provide an explanation for the logistics behind RRR. Additionally, to obtain an optimal level of student performance, it is important to use the Triple R management system correctly. The materials concerning the rationale for the RRR system are included in this section: competition vs. cooperation, group vs. individual reward, reward vs. punishment, immediate vs. delayed gratification, and the use of intrinsic vs. extrinsic rewards. A series of questions and answers which have frequently arisen during in-service meetings, summer institutes, and large scale demonstrations are included to clarify anticipated problems. A group discussion should be led around these questions after the presentation of the theory and rationale. Hopefully, the materials will enable the teacher to better understand the program so it can be utilized to benefit the pupils.

Theory and Rationale

The term "disadvantaged" is bandied about much these days, but perhaps without a real awareness on the part of the user that it is only relative to a certain culture that a person or group can be considered "disadvantaged" in not having the background or tools to permit him to function "adequately" in that culture.

SHOW TRANSPARENCY # 1

It is continually stated that "disadvantaged" children have had an upbringing devoid of objects, shapes, colors, and verbal experience; that their homes, reflecting economic poverty, are empty.

SHOW TRANSPARENCY # 2

It seems highly unlikely that a child five to six years of age has encountered nothing in his first 2,000 days. His environment is not empty. He may not be learning the middle class rules, folkways and mores; he may not receive the same early childhood training, and he may not encounter the same child rearing techniques, yet there is not a void of experience; something is there.

SHOW TRANSPARENCY # 3

Within the classroom the child may be deficient, but this is only relative to the majority culture. Within his own culture he may be advanced in development, mature, and very capable.

SHOW TRANSPARENCY # 4

When children of ethnic minorities enter the middle majority school, there are likely to be some conflicts and a need for mutual adjustments. Anglo first graders spend much of the initial year in socializing or acclimating. However, these tasks are not as difficult for the Anglo child because they emanate from his own society.

Different cultures emphasize different patterns of behavior. Behavior appropriate in one culture may not be necessarily appropriate in another. In teaching culturally divergent children, the teacher should be aware of cultural differences so that she will not have situations incompatible with the norms of the child's culture.

The Reinforced Readiness Requisites Program was conceived as an instrument to alleviate deficiencies which, to the greatest degree possible, are common to each of the target population students.

SHOW TRANSPARENCY # 5

In teaching culturally divergent children, certain values come into play which may effect learning. These factors were considered in designing the RRR Program. It is most important to understand the management system and its rationale in order to use the program to its utmost potential.

SHOW TRANSPARENCY # 6

Building in Acceptance of Deferred Gratification

Zintz (1963) points out that the child who enters public school from an ethnic minority faces many hardships undreamed of by the middle majority child who is merely making the transition from preschool experiences to a specialized segment of his society (formal schooling) that emphasizes the same set of values. The culturally divergent child additionally must attempt to bridge a gap of cultural values and patterns that have stressed different behavior spheres in his experience background; all this, when he is attempting to cope with another formidable and concurrent challenge — his first days of school.

Tomorrow is not much of a reality to the child where survival and immediate gratification are frequently traditional attitudes toward life (Brembeck, 1966)[1] . All children, but especially poverty children, have little inclination to willingly postpone gratification. Typically, the middle majority child has a greater willingness to do so because his parents generally have trained him to work for long range goals quite early.

Education is, almost by definition, a process of delayed gratification, but an instructional process necessitating deferred gratification can be crucial for poor children. Brembeck[1] notes that culturally divergent children are so occupied with concerns of the present that they have little time to think about the future. Promises of long-range rewards for academic performance have little meaning to the child whose training history has been concerned with the immediate present. Frequently, the option of quitting school and earning money takes priority over the long-range payoff of a formal education.

SHOW TRANSPARENCY # 7

The process leading to an ability to defer gratification must be gradual. A teacher can easily negate desirable behavior by requiring a child to wait for a considerable time before the payoff. Initially, the teacher should attempt to reward a desirable response immediately. Failure to do so may lead to the strengthening of needlessly long inefficient or interfering chains of undesirable "change" behavior.

Because the particular payoff schedule provided by the culture is a crucial factor in acquiring desirable behavior in school, it is necessary to build a bridge between immediate and delayed reinforcement. A token reinforcement system can provide the essential link enabling culturally divergent children to move from immediate to deferred gratification without harmful by-products.

SHOW TRANSPARENCY # 8

The token system in RRR can be compared to the typical trading stamp program in which a housewife saves enough stamps until she can trade them in for gifts. However, unlike the trading stamp program, the compensations in the RRR program gradually are delayed until the child no longer needs them to feel he has been successful.

SHOW TRANSPARENCY # 9

A token reinforcement system is powerful not only in building willingness to defer rewards, but for improving the quality of performance at a highly acceptable level. Tokens are utilized in a structured exchange and are given promptly as recompensation for the work performed.

The Group Reinforcement System

The cultural role of rewarding competitive behavior is neither universal nor characteristic across different social strata. Poor children do not always receive pressure from parents and peers to achieve in school. The culturally diverse child often becomes quite apathetic to school because he has had little or no encouragement for higher skills and educational achievement.

The cultural role of reinforcing competitive behavior may be further clarified by contrasting American middle-class attitudes toward rivalry with cultures where competition is discouraged. An example is the Zuni Indian who sees his activities as part of the group. This is equally true of the Hopi, where any form of rivalry for individual recognition is typically met with discouragement. Zintz[2] points out that children, coming from a culture where conformity and anonymity are primary values, are apt not to seek to be different or individual.

SHOW TRANSPARENCY # 10

This does not mean that the teacher should never praise a particular child or use competition to spark motivation. It merely suggests that teaching techniques which do not separate the individual from the group might be more effective with children of diverse populations. Rather than attempting to remake a child and his value system, it would be far better if the teacher were to become familiar with the child's value system and attempt to operate, to some degree, within that system. An attempt has been made in the RRR Program to accommodate the more cooperative patterns of culturally divergent children by utilization of a group reward system; a behavior more in keeping with their pattern of behavior.

SHOW TRANSPARENCY # 11

Why Use Tangible Rewards?

The classroom's affective climate permeates almost every aspect of the learning situation. This is especially true among first graders who are immersed in the process of formulating their attitudes toward achievement, self-control, interpersonal relations, and self-esteem. Almost invariably the teachers' affective behavior sets the guidelines for pupil performance. Her encouragement, praise, and attention are important elements in redirecting the pupils' behavior. However, it has been found that reinforcers typically used in the traditional classrooms are not effective with all children.

Several lines of research suggest that social background somewhat determines what rewards are effective in the classroom. What is rewarding to one group may not be rewarding to another.

SHOW TRANSPARENCY # 12

A series of related studies found that academic success among middle-majority youngsters is typically rewarded by tangible rewards and strong family approval, suggesting that these experiences help equip this youngster with the rudiments of a built-in reward system facilitating his ability to perform well.

Of necessity, the time and energy of the "child-caring" agent is frequently directed toward coping with behavior rather than shaping it. The opportunities for poor children to succeed are greatly reduced unless proper attitudes and behaviors are introduced.

Research shows that tangible rewards such as toys or candy can be effectively utilized to build and maintain a high level of appropriate behavior. More importantly, tangible rewards enable a child to truly experience "intrinsic reinforcement" (e.g., self-satisfaction for achievement) through successful experiences. When a task becomes intrinsically rewarding, reliance upon external rewards is superfluous since satisfaction is gained from doing the task itself. Activities which are inherently rewarding are typically self-initiated because a feeling of self-satisfaction is gained from the work itself.

SHOW TRANSPARENCY # 13

A primary consideration in designing the RRR Program was to provide culturally divergent children with a backlog of successes so that they would have a greater tolerance for failure, if it should occur. There appears to be substantial evidence that the impoverished child's self-concept, within the frame of the academic world, is too frequently characterized by little self-confidence and a negative self-image. Typically, an accumulative scholastic deficit among impoverished youth has a devastating effect upon their educational aspirations.

SHOW TRANSPARENCY # 14

An objective in engineering the RRR Program was to minimize this negative self-concept and lack of motivation. RRR attempts to build in intrinsic motivation through the initial application of tangible rewards such as toys. The children begin with daily rewards paired with praise from the teacher. They are informed that a reward will be administered contingent on their fulfillment of criteria requirements. As they begin to reach the desired level of performance or engage in the appropriate behavior, they are rewarded with a toy, but more importantly they are directed toward the quality of their performance which has earned them a reward. Once their performance level is sufficiently high on a readiness task, tangible rewards can be tapered off.

SHOW TRANSPARENCY # 15

Ultimately, intrinsic reinforcement will become an integral part of the task itself. As the children progress from dependence on tangible sources of motivation to a capacity for self-reinforcement a feeling of accomplishment and pride in their work will be sufficient to sustain a high performance level. Additionally, an accumulation of successful experiences can help insure development of a more positive self-image.

The teacher's part in the program is one of the most important elements. Not only has she been urged to pair the reward with

her praise, but she is specifically taught to make the absolutely crucial connection that the pupil has pleased *her*. The contiguous association between teacher praise and successful performance on the RRR task will increase the teacher's effectiveness in shaping and maintaining desirable behavior among her pupils.

SHOW TRANSPARENCY # 16

In the final phase of the program, the children are randomly tapered off rewards while behavior transfers, more definitely, to teacher attention, praise, and achievement with the less frequent exchange of extrinsic rewards.

By the end of the program, the transfer back to traditional classroom control effectively sustains the high level of pupil achievement. Concentration focuses on the quality of performance and more importantly, the child becomes self-reinforcing in terms of evaluating and improving his own performance.

SHOW TRANSPARENCY # 17

Integration of Psychological and Sociological Principles with the Reinforced Readiness Requisites Program

The Reinforced Readiness Requisites Program was conceived as an instrument to attack the deficiencies which most of SWCEL's client population has *in common.* The rationale rests on the premise that this group has a common core of ethnic and regional characteristics. Many of these characteristics rest on some basic principles of psychology and development.

The following documents the fact that behavioral laws from various disciplines not only can be "used" but actually "built into" the structure of a program.

A. Laws of Learning:

Literature on the principles of human learning were reviewed and selected principles were introduced.

1. A classical conditioning model was used, i.e., pairing a tangible reward with the teacher's praise.
2. The child's short attention span is considered in presenting the lesson.
3. The program is engineered so the child has many successes, rather than many failures. This is based on the principle that tolerance for failures is best accomplished through building a backlog of successes.
4. Maximum desired learning can be accomplished in a minimum amount of time (i.e., ten minutes of instruction) when it is coupled with high motivation.
5. The law of continuous and partial reinforcement was utilized to make desirable behavior more resistant to extinction.

B. Rewarding and Reinforcing Strategies:

This is the heart of the management system, and in effect *is* the system.

1. Toys used as rewards are given to the children after they reach specified criterion in a *highly specified and systematic manner.*
2. The use of tokens after the first eight weeks of toys follows the model used successfully in other situations (in classrooms; with delinquents; with retardates; with emotionally disturbed children).
3. The toys were selected for their desirability by the children, and most are high probability items.

C. Source of Content:

1. The items were culled from a wide variety of sources.
2. Selected items were backed by empirical data as to their value and usefulness for the particular target population.
3. Those areas in which the client population seems the weakest were given special emphasis by inclusion of special items which would compensate for the deficiencies.
4. Lesson content also was selected from areas which, it was felt, the various populations had in common, such as the farm, community helpers, pets, tools, etc.

D. "Spin-Off" Benefits:

These are behaviors or side results which were not a primary goal or objective of the RRR, but which are highly desirable in a school setting. There is strong reason to believe that they were a direct result of the management program:

1. The children literally enjoy taking the test, whereas it is widely known that taking tests usually results in increased anxiety.
2. The children have internalized the teacher's praise after the withdrawal of tokens, indicating a positive relationship with the teacher. This implies that the child is able to better negotiate the school system, as it is usually construed, with teacher praise only.
3. Attendance has risen in almost all classrooms.
4. There is a greater degree of class cohesiveness because the children feel obligated to help each other in areas other than RRR.
5. The teachers themselves seem to like RRR since they see the tangible results of a systematic manner of approaching their teaching task.

GENERAL QUESTIONS REGARDING THEORY AND RATIONALE

The following materials contain questions which are most often asked concerning the theory and rationale behind the reinforced readiness requisites program. A discussion should be lead around the questions, following role playing. The discussion leader should introduce each question and let the dialogue run until some approximation of the correct response is emitted by one or more participants.

QUESTIONS FOR THEORY AND RATIONALE

Why does the RRR program use a group reward system instead of individual praise and reinforcement?

Typically, the culturally divergent child enters school with values and experience frequently at variance with those emphasized in middle majority schools. Most school systems have activities based upon the generally accepted values of the middle majority culture. Among other things, these values place importance on competition and individuality. Most culturally divergent children have not incorporated the values of the middle class society upon entering school and are unaccustomed to competition and individual praise. It is often considered shameful in a lower-class environment to stand out in your own group. Conformity with the group and cooperation with peers and relatives are the accepted norms.

Why are tokens rewarding for the children?

In the second phase, tokens are introduced as a substitute for daily rewards. Tokens are tangible objects that are redeemed for back-up reinforcers. Initially the children receive tokens on Monday through Friday and redeem them for backup rewards. The objective of the token reinforcement system is to bridge a time orientation gap between immediate and deferred gratification. Tokens become rewarding to the children because they are tangible objects which symbolize their successful performance.

How can you guarantee that the performance level will remain high after the rewards are tapered off?

During the second and the third phase of the program when rewards are either alternated or given on a weekly basis, the performance level of the children is very high indicating that some other type of incentive, such as internal motivation, is operating. The children are now ready to be weaned off the rewards. They now have a backlog of successful experiences, thus they enjoy working for the sake of achievement and there is no need for constant extrinsic motivation. Social praise is also becoming meaningful as a reinforcer for the children. The record of high performance scores seems to illustrate this point. This is further verified by the fact that there are high scores on the retention and content tests, where neither tangible rewards nor tokens are administered.

Why should a child who does not meet criteria get reinforced for his performance under group reinforcement?

Children who fail to meet criteria are rewarded along with the rest of the class. The rationale for this procedure is based upon the self-fulfilling prophecy. Typically, a child's self-esteem is based on evaluation of his past performance and upon assumptions regarding his future behavior. Thus, if the child feels he has had successful experiences in the past, he will feel more confident in being able to maintain a high level of performance. If the child feels he is achieving the desired goal along with the class, he will think he is capable of performing well and will work harder to maintain his performance. A great deal of data suggests that the scores of children who have done poorly are quickly brought up to the level of the class as a whole. Thus, reinforcing a child who hasn't met the criterion tends to increase his self-esteem, producing more effort on his part because he believes the goal is within his reach.

Why "bribe" children?

Because the culturally divergent child is raised in an environment where praise for academic achievement is not an everyday occurrence, he is not motivated to achieve in school. Research has shown that children coming from a low socio-economic group tend to respond better if rewarded tangibly, since their economic structure encourages a system where a person is rewarded (in the form of his wages) immediately after the job is done. Both tangible rewards and immediate gratification are a part of the culturally divergent child's environment.

In order to make praise more meaningful for this child, the RRR program pairs tangible rewards with praise. The tangible rewards are gradually withdrawn, and hopefully by the end of the program, the children would have become intrinsically motivated and become independent of external incentives.

Why change from daily reward to weekly rewards?

A major terminal objective in the RRR program involves building in an acceptance of deferred gratification. Literature reveals that individuals from poverty backgrounds are not accustomed to being rewarded on a delayed basis, thus this behavior must be learned. During the first two weeks of the program the children are rewarded on a daily basis in order to motivate learning and maintain the desired behavior. They are rewarded on an alternate basis for the following six weeks. Praise is linked with tangible rewards so that it becomes meaningful to the children. In the second phase tokens provide the essential link in moving the children from immediate to deferred gratification. The tokens are administered on Monday through Friday for acceptable group performance and are redeemed on Friday for back-up rewards. Because tokens have reinforcing power, they can be used to bridge the gap between immediate and deferred gratification.

Introduction to Role Playing

Role playing, which focuses on the installation of desirable behaviors through active participation, has proven to be a highly successful teaching strategy. The instructional supervisor can readily utilize role playing to *redirect, prompt* and *clarify* teaching behaviors under simpler conditions than those prevalent in the classroom situation.

Role playing involves *the spontaneous acting out of real life problems and situations.* Role playing procedures can be employed in order to expose the teacher to problem situations and conflicts arising from the management system encountered in the RRR program in an atmosphere conducive to unrestricted dialogue. Role playing situations have been selected based on controversial issues which have erupted during previous in-service and institute training sessions. It is anticipated that these situations will enable the teacher to articulate the core of her difficulties while simultaneously enabling her to gain a clearer perspective of the nature of her conflicts.

Each of the role playing situations has been designed to follow the same procedural steps. To begin the session, the supervisor will give a brief description of the characters to be portrayed and the problem situation which has arisen. From a brief discussion concerning the group's perception of the problem, the supervisor will be able to choose the participants who will enact the designated roles. The supervisor (e.g., QAS) will in turn receive a checklist of high frequency complaints corresponding to each situation, enabling her to check off the exact nature of the problem. Subsequent to each enactment a set of questions and answers, bearing directly upon the situation, will be provided for use in discussion and evaluation of the enactment. Thus role playing techniques will suffice for entry into instruction. Further alternative enactments should follow involving replaying of revised roles. Finally, the situations should be explored for other parallels within the program. Although each situation would be designed by the author, role enactments would essentially be nondirective and permitted to run until the behavior proposed is clear.

We hope that the role playing situations will get all the participants actively involved in attacking new problems and help the group find new insights to these problems and their solution.

The group may not have time to enact all the situations outlined. In this case the supervisor has the option of selecting a few of the situations most appropriate for their group role playing situations to be portrayed:

1. Praising a child individually
2. Teacher scolds child in front of the class
3. Parent thinks rewards are bribing the children
4. Children helping a slow learner
5. Withholding an individual reward for not reaching criteria
6. Teacher doesn't confirm performance after the lesson
7. Teacher rewards a few children individually
8. Teacher gives feedback on the children's scores
9. Rewarding the class when they haven't reached criteria
10. Class hasn't reached criteria and the children who have responded correctly request a reward
11. Teacher uses same rewards to maintain discipline in the class
12. Teacher delays distribution of rewards
13. Teacher reports individual scores to children

INSTRUCTION

SITUATION: Praising a Child Individually.

Within the culture of poverty there are notable examples of differences from the middle majority. For example, in the middle majority the individual is characteristically reinforced for excelling, for being the best, for standing out, for being unique. In contrast, the culturally divergent individual is not supposed to deviate from the group. It is very important that they do not stand out, appear superior, or compete. Consequently, it would appear advisable for a teacher to avoid singling out a child by publicly bestowing praise upon him.

This does not mean that the teacher can never praise a child or use competition as a means of motivation. It merely means that she should attempt to employ strategies which do not separate the individual from the group. For example, Mrs. Thomas, in private or in writing, could have highly praised Carmen for her endeavors.

For the most part, culturally divergent children do not enjoy being singled out. Consequently, Carmen is likely to view her teacher's praise as a form of punishment.

SITUATION: Praising a Child Individually.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and having them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the situation but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: Teacher praises a child individually.

Background of Characters:
Mrs. Thomas – 40 year old Anglo teacher. Mrs. Thomas has been teaching for the past eighteen years. This is her first year teaching in a school with a majority of Mexican American students. Her class consists of twenty-five first graders of Mexican American descent.

Situation: Mrs. Thomas has just completed presenting the Triple R lesson for the day and the class has finished marking their worksheets. Now she has begun walking around the room grading each paper and calculating to see if the class has reached criteria. Mrs. Thomas noticed that the class has reached the criteria today and she is very pleased. Slowly she walks over to Carmen's desk and picks up her paper to show the rest of the class. Mrs. Thomas says, "Look at this beautiful worksheet class. Carmen is the only one in the class to get every answer correct. Carmen you are the smartest child in the class. I'm really proud of you. I hope the rest of you will try very hard to do as well as Carmen."

Carmen turns and begins to blush as the teacher praises her. She tries to hide her face as she feels very embarrassed.

Problem: Have one participant portray the role of Mrs. Thomas and one participant play the role of the Quality Assurance Specialist during a conference to take place after this situation has occurred.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Thomas like?
2. What is the problem in this situation?
3. How do you think it occurred?
4. How does Carmen feel?
5. What could be done about this situation?

From the forthcoming responses select individuals to enact the role of Mrs. Thomas and the Quality Assurance Specialist. Try to select people who seem to be identifying with the roles in this situation.

3. Preparing the Audience

Help to prepare the participants to observe purposefully. Have them:

a. Identify the particular role and think about how they would play it.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly identified and demonstrated their ideas of what will happen. The role players do not have to carry out the situation until its completion. There is no specific correct solution to the problem described, but included are some ideas which should be brought out to the participants. The following dialogue includes the rationale of why an individual, coming from a culturally divergent background, should not be praised in front of the whole class.

Participants Should Approximate the Following Interactions Present in This Dialogue

Q.A. "Mrs. Thomas, I see you have done a very good job in your presentation today. Did you come across any problems?"
Mrs. Thomas – response
Q.A. "I noticed that Carmen had all the correct answers. Is she a very bright child?"
Mrs. Thomas – response
Q.A. "How do you think Carmen felt about being praised in front of the whole class?"
Mrs. Thomas – response
Q.A. "I noticed that Carmen seemed to be very embarrassed when you praised her this way. Because Carmen comes from a Mexican American background she does not like being praised in this manner. For her it's embarrassing and a form of punishment."

Mrs. Thomas – response
Q.A. "I think it would be better if you spoke to her alone to tell her how well she is doing. In this way she will get individual praise without being embarrassed."

5. Discussing and Evaluating

The supervisor should be objective and act as a non-evaluative participant. The enactment should be stopped from time to time to ask the group:

1. What is happening now?
2. Why do you think this problem arose?
3. How could this situation be avoided?
4. Could this ever happen to you or others in the program?
5. Are there other ways this situation could be resolved?

6. The Re-enactment

Further enactments of the same problem situation may present different ideas on how the roles can be portrayed and bring about further solutions to the problem. You can ask the participants to switch roles or have other participants take the role of the Q.A. and Mrs. Thomas.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened between the Q.A. and Mrs. Thomas?
2. Do you think appropriate solutions have been reached?
3. Are there any other possible solutions?

These questions will help summarize and review the whole session and some of the solutions to the problem. There should be a review of the rationale of why Carmen should not be individually praised in front the whole class. This is an important part of understanding the management system used in the RRR program.

SITUATION: Praising a Child Individually.

Participant playing the role of a teacher should approximate any one of the following responses before the role playing is terminated.

☐ **(SINGLING OUT OF A CULTURALLY DIVERGENT CHILD MAY BE EMBARRASSING TO HIM.)**

1. **Mrs. Thomas.** Now that you point it out, I do remember that Carmen did appear very embarrassed at being praised.

☐ **(THE SINGLED OUT CHILD IS UNHAPPY.)**

2. **Mrs. Thomas.** Contrary to my expectations, Carmen was not very happy about being praised in front of the class.

☐ **(SINGLING OUT ISOLATES A MEXICAN AMERICAN CHILD FROM HIS GROUP.)**

3. **Mrs. Thomas.** I think that you are right in saying that when you single out a Mexican American child, he or she may feel isolated from the group. He would feel more secure if made to feel as part of the group.

☐ **(LET THE CHILD FEEL SECURE IN THE NEW CLASSROOM ENVIRONMENT.)**

4. **Mrs. Thomas.** I realize now that most Mexican American children are very shy and if they are singled out, they feel insecure in their new classroom environment.

SITUATION: Praising a Child Individually.

If responses by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(PRAISE IS REWARDING TO CHILD FROM ANY CULTURE.)**

1. **Mrs. Thomas.** I think that every child, no matter what culture he belongs to would feel rewarded and pleased when praised individually.

☐ **(EMBARRASSMENT AT SINGLING OUT IS A NATURAL REACTION.)**

2. **Mrs. Thomas.** The embarrassment that you observed in Carmen is very natural. I am sure that I would feel the same way if I was praised in front of a group. I do not think it is because of her culture that she feels embarrassed. On the contrary, it appeared to be a show of modesty on her part.

☐ **(PRAISE TO ONE CHILD ACTS AS A MOTIVATING FACTOR FOR OTHER CHILDREN.)**

3. **Mrs. Thomas.** The praise given to Carmen would act as a motivating factor for other children. They will want to try to do well to be praised by the teacher. Praise is reinforcing and can make the child feel secure in the classroom. It makes it much easier for him to get adjusted to the new environment.

SITUATION: Praising a Child Individually.

Participant playing the role of the Quality Assurance Specialist should approximate the following response before the role playing is terminated.

☐ **(INDIVIDUAL PRAISE IN FRONT OF THE CLASS TO A CULTURALLY DIVERGENT CHILD IS NOT AS REWARDING AS IT IS TO AN ANGLO CHILD.)**

Q.A. Mrs. Thomas, I know that praise is a very important thing for a child, especially when he has done very well. But, we take it for granted that just because an Anglo child would feel happy if praised in front of the class, so would a child from a different cultural background. Children from a minority culture, like the Indian, are raised in a different environment. They feel embarrassed and insulted if singled out, even for praise. So, I think that it would have been better not to have praised Carmen in front of the class, but to have praised her by herself after class.

INSTRUCTION

SITUATION: Teacher scolds child in front of the class.

It has been found that punishment is the least effective way of extinguishing undesirable behavior. Punishment does not always inform the child of the desirable behavior and very often undesirable by-products may result.

In this situation Carmen was admonished for low achievement. This is particularly harmful because it singles her out in front of the class and reinforces the child's low self-esteem. Scolding a child in this situation will hinder the building of self-confidence in the child so she can work at a higher level of performance. Punishment mainly affects the emotional sphere. While temporarily disrupting behavior, it may fail to change the "learning" that underlies performance. Punishment in the academic area may bring about discontinued interest in any classroom activities.

ROLE PLAYING

SITUATION: Teacher scolds a child in front of the class.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The teacher singles a child out in front of the whole class.

Background of Characters

Mrs. Thomas – 40 year old Anglo teacher who has been teaching for eighteen years. Her class consists of mainly Mexican American children in the first grade. Mrs. Thomas knows little about the different values held by these children.

Carmen – 6 year old girl of Chicano parents. She understands some of the English language, but cannot speak it fluently. She is frightened by her new encounters at school.

Situation: Mrs. Thomas had finished presenting the Triple R lesson for the day and the class had just completed their worksheets. Now the teacher began walking around the room grading each paper and calculating to see if the criteria was reached. Mrs. Thomas noticed that the class had reached the lower criteria, but they did not reach the higher criteria, thus they would only receive one token. Mrs. Thomas was very upset and turned to one child to say, "Well Carmen, since you did so poorly today, the class will only receive one token. You only got one right. Maybe you should wake up and pay attention to the lessons."

Carmen turned her head down in shame and looked as if she had tears in her eyes. She put all her things in her desk and hid her face in her hands.

Problem: Have one participant play the role of Mrs. Thomas and one participant play the role of the Q.A. during the conference which takes place after the scheduled observation.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Thomas like?
2. What is Carmen like?
3. What is the problem in this situation?
4. How do you think this will effect Carmen?
5. What will happen now?

From the forthcoming responses select individuals to play the role of the Q.A. and Mrs. Thomas. Select participants who seem to be identifying with the roles of the people in the situation.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify the particular roles and think about how they would play them.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The role players do not have to carry out the role playing situation until its completion. There is no real solution to the problem described, but included are some ideas which should be brought out during the enactment. The following dialogue includes the rationale of why a child should not be singled out. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue

Q.A. "Well, Mrs. Thomas you seemed to have done a very good job in your presentation today. Did you come across any problems?"
Mrs. Thomas – response
Q.A. "Do you think you were justified in singling Carmen out in front of the whole class?"
Mrs. Thomas – response
Q.A. "I agree that she could do better but these children are embarrassed and humiliated when they are singled out. Didn't you notice the expression on her face? It looked as if you were punishing her severely."
Mrs. Thomas – response
Q.A. "The best thing to do would be to take her aside after class and ask her if she has any problems. Give her confidence by encouraging and helping her. If she believes she can accomplish the work, she will work harder to achieve a higher level. Eventually, she will work up to the class level. Why don't you try this and see how it works?"

5. Discussing and Evaluating

The supervisor must act in an objective and non-evaluative manner. She should stop the enactment from time to time to ask:

1. What is happening now?

After the role playing situation is completed, ask:

1. How does Carmen feel?
2. How could the teacher help Carmen?
3. Did this situation ever occur in your class?
4. Do you think Mrs. Thomas understands the problem?
5. What other ways could this problem be solved?

6. The Re-enactment

Further re-enactments of the same situation may present different ideas on how the roles can be portrayed and alternative solutions to the problem. Have the participants change roles or have other participants take the role of Mrs. Thomas and the Q.A.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will help summarize the role playing sessions and review some of the solutions to the problem. There should be a review of the rationale of why these children should not be singled out. This point is important in understanding the background and values of culturally divergent children.

SITUATION: Teacher Scolds Child in Front of the Class.

If responses by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(IT IS IMPORTANT THAT THE CHILD KNOWS ABOUT HER LOW SCORES SO THAT SHE WILL FEEL GUILTY AND IMPROVE.)**

Mrs. Thomas. I think that Carmen should know that it was her fault that all the other children were deprived of an additional token for that day. That would make her work harder the next time. Her classmates will put social pressure on her if they know she is responsible for lowering their performance level.

SITUATION: Teacher Scolds Child in Front of the Class.

Responses by the participant role playing the part of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(BAD FOR A SLOW AND SHY CULTURALLY DIVERGENT CHILD TO BE SINGLED OUT.)**

1. Q.A. Mrs. Thomas, I don't think it was right to single out Carmen in that way and hold her responsible for bringing the criteria down for the whole class. Slow children should not be ridiculed or scolded for not doing well, for it does not help them improve. In addition to being slow, Carmen is not very proficient in English. She comes from a non-English speaking background and I think that you should help her by reinforcing her attempts towards improvement.

☐ **(SINGLING OUT A CHILD FOR THIS REASON, ENCOURAGES OTHER CHILDREN TO MAKE HER FEEL GUILTY.)**

2. Q.A. It is bad for a child to be singled out and held responsible for bringing the class criteria down. This also encourages the other children in the class to get angry at her and make her feel guilty all the time.

☐ **(THROUGH THE TEACHER, THE SCHOOL HAS PLAYED A ROLE IN REINFORCING THE NEGATIVE SELF IMAGE OF THE CHILD.)**

3. Q.A. If the teacher gives the child the impression that he is stupid and responsible for holding the class back from receiving a reward or token, the teacher is helping reinforce a negative self image of the child. This would also give the child a negative attitude toward learning.

INSTRUCTION

SITUATION: Parent Thinks Rewards are Bribing the Children.

Many teachers and parents see the use of rewards as a form of bribing the children. Because culturally divergent children are raised in an environment where social praise, as used in the Anglo environment, has little meaning, intrinsic motivation has to be built into their reward system. To make social praise a meaningful form of reinforcement, it is linked with tangible rewards.

It is only during the first week of the program that rewards are given on a daily basis. Later, rewards are alternated with social praise. In Phase II, tokens are used to reinforce desired behavior and later traded for backup rewards. In the last phase, tokens and rewards are given on a random basis. By the end of the program, social praise should have become a meaningful motivation and reinforcer. Thus, there is no longer a need for extrinsic rewards. Tangible rewards are only used to show the children the meaning of success and achievement by helping to motivate their learning and raise their performance level.

ROLE PLAYING

SITUATION: Parent Thinks Rewards are Bribing the Children.

1. Setting a climate for role playing

Explain the purpose of role playing:

To have the participants know the alternative ways of behaving and have them discover the appropriate behavior for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem, but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: Parent thinks rewards are bribing the children.

Background of Characters

Mrs. Carp – 35 year old Anglo teacher. Mrs. Carp has been teaching the first grade for the past 10 years. The population in the class is mainly of Mexican American descent.

Mrs. Sanchez – 40 year old Chicano parent. Mrs. Sanchez comes from a lower socio-economic group. Her daughter, Carmen, is a student in Mrs. Carp's class.

Situation: Mrs. Sanchez has come to school to speak to Mrs. Carp about the progress of her daughter in school.

Mrs. Sanchez: "How has Carmen been doing in school this year?"

Mrs. Carp: "She has been doing very well."

Mrs. Sanchez: "How is she doing in reading? I am worried about her reading because my other children are poor in reading."

Mrs. Carp: "She has improved quite a bit since the beginning of the year."

Mrs. Sanchez: "Why does Carmen come home with toys every day?"

Mrs. Carp: "The children get rewarded after they do well on their Triple R lesson."

Mrs. Sanchez: "I think you're bribing the children with these rewards. Now they'll expect rewards for everything."

Problem: Have one participant play the role of Mrs. Carp and one participant play the role of Mrs. Sanchez.

2. The Warm-Up

After the supervisor has read the situation to the group, have her ask the following questions:

1. What is Mrs. Carp like?
2. What is Mrs. Sanchez like?
3. What is the problem in this situation?
4. What will happen now?

From the forthcoming responses select individuals to play the role of Mrs. Carp and Mrs. Sanchez. Select people who seem to be identifying with the roles.

3. Preparing the Audience

Prepare the participants to observe. Have them:

a. Identify the particular roles and consider how they would play them.
b. Check the performance in terms of realism. Ask questions about the session from time to time.
c. Observe how different people feel during enactment of the situation.
d. Think through the situation that is being enacted and consider other solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The players do not carry out the situation until its completion. There is no real solution to the problem described, but included are some ideas which should be brought out by the role players. The following dialogue includes the rationale of why the rewards are distributed. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue

Mrs. Carp: "These rewards are only given if the class reaches the criteria."
Mrs. Sanchez: "I think the only reason they do well is because they are getting a reward."
Mrs. Carp: "Most of these children do not know the meaning of such words as 'good' and 'you did very well today'. For this reason we have to use this type of praise with these rewards. The rewards serve to get the children to work hard and to help maintain the things they have learned. These rewards are used with praise to help the children become accustomed to social praise so that later on they will not need them."

5. Discussing and Evaluating

The supervisor must be objective. She should stop the enactment from time to time to ask:

1. What is happening?

After the role playing session is completed ask:

1. Do you think Mrs. Sanchez understands the use of rewards?
2. Did Mrs. Carp explain the rationale correctly?
3. Did this ever happen to you or others in the program?
4. How else could this situation have ended?

6. The Re-enactment

Further enactments of the same situation may present different ideas on how the roles can be portrayed and alternative solutions. Ask the participants to switch roles or have other participants take the roles of Mrs. Carp and Mrs. Sanchez.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will help summarize the role playing session and review some of the solutions. There should be a review of the rationale for the use of rewards and the importance of social praise. This point should be emphasized to stress the idea of using social praise with rewards so it will become meaningful.

SITUATION: Parent Thinks Rewards are Bribing the Children.

Responses by the participant role playing the part of the teacher should approximate the following before the role playing is terminated.

☐ **(TANGIBLE REWARDS ARE IMPORTANT FOR NON-ENGLISH SPEAKING CHILDREN BECAUSE THEY DO NOT UNDERSTAND VERBAL PRAISE. TANGIBLE REWARDS ARE TAPERED OFF ONCE VERBAL PRAISE BECOMES MEANINGFUL.)**

1. **Mrs. Carp.** When children who do not speak English first enter school, they face many problems. First of all they are not motivated to learn because they do not understand the language, and secondly, most of the values held by the school are different from their own. Because they don't understand English, verbal praise is not meaningful to them. At first the teacher uses rewards in the place of verbal praise, a language which anyone would understand. She pairs this reward with verbal praise, to let the children understand the meaning of verbal praise. Gradually these rewards are tapered off, and the children's dependence on rewards also is lessened. By the third phase they are only rewarded once every two weeks, and by the end of the program all rewards are withdrawn. We know that tangible rewards are not found in the outside world so we taper off the rewards and withdraw them completely as social praise has become meaningful as a means of reinforcement.

SITUATION: Parent Thinks Rewards are Bribing the Children.

If responses by the participant role playing the part of the mother persist along these lines, the role playing may be terminated.

☐ **(REWARDING SPOILS A CHILD AND HAS A CARRY OVER AT HOME WHEN THE CHILD WANTS TO BE REWARDED FOR EVERYTHING.)**

1. **Mrs. Sanchez.** I don't like the idea of bribing my child to do work. I would like him to like his work and do it well on his own. If you give him rewards in school, he will become spoiled and will expect to get them at home too. We cannot afford to buy him toys every day. I wish you would stop doing this!

☐ **(REWARDING IS UNREALISTIC. THE WORLD IS NOT REWARDING.)**

2. **Mrs. Sanchez.** I don't want my child to think that every time he does something well, he will be rewarded. This gives him the idea that whatever he does, he will get a reward. Later in life he may not be rewarded for his work and he will be very disappointed. I would like him to see life realistically what you are doing is not realistic.

SITUATION: Parent Thinks Rewards are Bribing the Children.

Responses by the participant role playing the part of the mother should approximate the following before the role playing is terminated.

☐ **(MOTHER GOES ALONG WITH THE IDEA OF TAPERING THE REWARDS.)**

Mrs. Sanchez. If, as you say, you are going to taper the children off rewards at the end of the program, I have no objections. I think that later when he is not rewarded as frequently, he will stop demanding rewards at home.

INSTRUCTION

SITUATION: Children Helping the Slow Learner.

Although competition is thought to be a universal factor present in American society, it is not true of the culturally divergent groups, where cooperation is the norm.

Many times teachers have noticed that during the RRR lesson the children work together to find the correct answer. This is disturbing for most teachers. It must be remembered that this is due to their orientation toward cooperative behavior. In the culturally divergent child learning is a part of his primary group relationship whereby one member is helped by other members of the group. Competitive behavior is frowned upon because this is contrary to the value system they are taught at home. Instead of being rewarded, the competitive individual is often penalized by his peers.

The Program is based on a group reward system, therefore, keeping their cooperative background in mind. For this reason the teacher should not be alarmed if the children help the slower learner for this is only a reflection of their cultural background.

ROLE PLAYING

SITUATION: Children Helping the Slow Learner.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The children in the class are helping a slower learner. The teacher gets upset because she thinks the class is cheating.

Background of Characters

Mrs. Winters – 25 year old Anglo teacher. Mrs. Winters has been teaching for the past two years. She is now teaching a first grade class which consists of thirty pupils, mainly of Mexican American descent.

Situation: Mrs. Winters has just completed her presentation of the RRR lesson. Now she begins to administer the test. As she looks around the room, she sees that two of the children have gathered around Luisa's desk to help her with the correct answers. Mrs. Winters becomes very upset and decides to stop the test at this point. She says in an angry tone, "Class, I'm really surprised at you. Everyone is supposed to do their own work. I don't want any cheating in my class. If we can't do our own work then we'll forget about the lesson for today."

Problem: Have one participant portray the role of Mrs. Winters and one participant play the role of the Q.A.* during the conference which takes place after the scheduled observation.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Winters like?
2. What is the problem in this situation?
3. How do you think the class feels?
4. Do you think the class was really cheating?
5. What will happen now?

From the forthcoming responses select individuals to play the role of the Q.A. and Mrs. Winters. Select participants who seem to be identifying with the roles of the people in the situation.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify the particular role and think about how they would play them.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The role players do not have to carry out the role playing situation until its completion. There is no real solution to the problems described, but included are some ideas which should be brought out in the enactment. The following dialogue includes the rationale of why the boys were helping the slow learner and how the teacher should cope with this behavior. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Q.A. "Mrs. Winters, your presentation was excellent today. You had the complete attention of the class. But you did come across a problem during the lesson."
Mrs. Winters – response
Q.A. "Do you really think these children were cheating?"
Mrs. Winters – response
Q.A. "Let me try to help you understand why these children help the slow learner. The value of competition is relatively absent in minority group children. These children tend to be cooperative in their behavior. Since the rewards are based group performance, the brighter children would tend to help the slower learners, thus working in a

cooperative effort. Eventually the performance of the slow learner will rise as she becomes more self-confident. I really do not think these children are cheating to get the rewards but they are attempting to work in a cooperative manner, due to the values prevalent in their cultural background."

5. Discussing and Evaluating

The supervisor must act in an objective and non-evaluative manner. She should stop the enactment from time to time to ask:

1. What is happening now?

After the role playing situation is completed, ask:

1. How do you think Mrs. Winters feels now?
2. Did this situation ever occur in your classroom?
3. What do you think about the slow learners being helped by the brighter children?
4. Do you think Mrs. Winters understood the problem?
5. What other solutions would help resolve the situation?

6. The Re-enactment

Further re-enactment of the same situation may present different ideas on how the roles can be portrayed and alternative solutions to the problem. Have the participants change roles or have other participants take the roles of Mrs. Winters and the Q.A.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will help to summarize the role playing session and review some of the solutions to the problem. There should be a review of the rationale of why this behavior occurs and the cooperative values of the culturally divergent child. This point should be emphasized in order to have the teacher understand the background and values of their children.

SITUATION: Children Helping the Slow Learner.

If responses by the Participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(CHEATING ENCOURAGES DEPENDENCY AND LAZINESS IN THE SLOW LEARNER.)**

1. Mrs. Winters. Showing another child the correct answers is also a kind of cheating. This encourages dependency in the slow learner. He knows that he will be helped by the others all the time and he would not even try to improve. This also encourages laziness and harms the child's motivation. I don't think that this attitude towards academic achievement should be fostered.

☐ **(CHEATING LOWERS THE CLASS MORALE.)**

2. Mrs. Winters. What about the other children who are also slow in learning but are not helped by their classmates? What does it do to their morale if they find out that the others are getting help on the tests and are making a good impression on the teacher? I do not think that this is good for the class morale. I think that it is unfair to the comparatively brighter group of children, who would do better if they were helped too.

☐ **(CHEATING SHOULD NOT BE REWARDED.)**

3. Mrs. Winters. I thought that the idea behind reaching the criteria was to make them work hard and to give them a sense of achievement. If they are made to believe that they can be rewarded even if they do not do their own work, then the whole idea behind the reward system is lost. We would be rewarding them for not doing their own hard work.

SITUATION: Children Helping the Slow Learner.

Responses made by the Participant role playing the part of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(HELPING A PEER IS A PART OF THEIR CULTURAL BACKGROUND.)**

1. Q.A. The incidence of children helping the slow learner is high in culturally divergent classrooms. The reason being that they come from a background that encourages cooperative behavior and discourages competition. If a child is being helped during the test, it is nothing new or alien to him. At home he is helped by his elder brother or sister, if he is not able to do something. A slow learner would be learning from his peers as well as from the teacher's instructions.

Responses made by the Participant role playing the part of the Teacher should approximate the following, before the role playing is terminated.

☐ **(HELPING A PEER IS NOT CHEATING.)**

1. Mrs. Winters. I did not realize that cooperative behavior is a part of a culturally divergent child's background. In my earlier experience I never did encounter this trend of behavior. This helping behavior appeared to me as a form of cheating and I was upset over it. Now I see it from a different point of view, and do not consider it as a bad behavior. On the contrary, it is nice to see the children helping each other and being cooperative.

INSTRUCTION

SITUATION: Withholding an Individual Reward For Not Reaching Criteria.

An important element built into Triple R is the fact that the class is rewarded on a group basis. This was incorporated into the program due to the cooperative nature of the culturally divergent child. If the class reaches criteria, all the children are rewarded.

In a situation where Johnny did not achieve a high level of performance, he still will be rewarded. The child's self-esteem is based on evaluation of past behaviors and assumptions about the future. If the child feels that he has had successful experiences in the past, through the symbolic reward, he will feel more confident in being able to maintain a high level of performance. If the child feels he is achieving the desired goal, he will think he is capable of performing well and will work harder to maintain his performance. This tends to rationalize the rewarding of a child who has not reached criteria. Thus, reinforcing Johnny will tend to increase his self-esteem, producing more effort on his part because he believes the goal to be in his reach.

ROLE PLAYING

SITUATION: Withholding an Individual Reward For Not Reaching Criteria.

1. Setting a climate for role playing

Explain the purpose of role playing:

To have the participants know alternate ways of behaving and have them discover the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group there is no specific solution to the situation, but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: Teacher withholds an individual child's reward for not reaching criteria.

Background of Characters:

Mrs. Begay – 35 year old Navajo teacher. Mrs. Begay has resumed her teaching career after a long absence. This is her second year teaching in this school, whose main population consists of Navajo children. Her class consists of 25 first graders from the reservation.

Situation: Mrs. Begay has just finished presenting the Triple R lesson for the day. Her class has completed its worksheets and she begins walking about the room, checking to see if the class reached criteria. She sees the class has reached criteria although a few children did not do very well. After she confirms their performance, each child goes to the front of the room to receive his token. When Johnny Yazi, a shy and reticent Navajo boy, approaches the teacher's desk she says: "I'm sorry, Johnny. You cannot receive any tokens today. You did not do very well on your lesson. Maybe if you do better tomorrow you will be able to get some more tokens." Johnny turns away and walks back to his desk looking very sad and ashamed.

Problem: Have one participant portray the role of Mrs. Begay and one participant play the role of the Quality Assurance Specialist during a conference which was to take place after this lesson was presented.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Begay like?
2. What is the problem in this situation?
3. How does Johnny feel?
4. What will happen now?

From the forthcoming responses select individuals to play the role of the Quality Assurance Specialist and Mrs. Begay. Select people who seem to be identifying with the roles.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify with particular role and consider how they would play them.
b. Check the performance in terms of realism. Ask questions about session.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation and consider possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The players do not have to carry out the situation until its completion. There is no real solution to the problems described, but included are some ideas which should be brought out. The following dialogue includes the rationale of why the group should be rewarded as a whole and why rewards should not be withheld. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Q.A. "Well, Mrs. Begay, you seemed to have done a very good job in your presentation today. How do you think you did today?"

Mrs. Begay – response

Q.A. "I really think Johnny felt very badly about not receiving his tokens. The Triple R Program works on group effort and the whole class must reach criteria in order to get rewarded. If the class reached criteria, Johnny should have received his tokens, too. Even if Johnny did not perform well, we reward him on a group basis to give him self confidence. If he believes he is doing well, he will try harder and eventually his performance level will rise. If the class reaches criteria, it is important that all the children receive their tokens."

5. Discussing and Evaluating

The supervisor must be objective. She should stop the enactment from time to time to ask:

1. What is happening?

After the role playing lesson is completed, ask:

1. How do you think Mrs. Begay feels?
2. Are there other ways this situation could end?
3. Could this ever happen to you or to others in the program?

6. The Re-enactment

Further enactments of the same situation may present different ideas on how the roles can be portrayed and alternative solutions. Ask the participants to switch roles or have other participants take the role of the Quality Assurance Specialist and Mrs. Begay.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will help summarize the whole session and review some of the solutions. There should be a review of the rationale of why Johnny should receive his token and why every child should receive his reward. This point should be stressed since it is important to have this Triple R Program work effectively.

SITUATION: Withholding an Individual Reward For Not Reaching Criteria.

Responses by the participant playing the role of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(GROUP REWARD IS IMPORTANT. IT MAKES A SLOW CHILD FEEL PART OF THE GROUP. NOT REWARDING INDIVIDUAL CHILD MAKES HIM STAND OUT FROM THE GROUP.)**

1. Q.A. Since this program is based on a group reward system, all the children in the class have to be rewarded if the criteria is met. The children who did not do very well will eventually achieve as well as the rest of the class as the rewards will motivate them to do better. Besides, the mere fact that a slow child is being praised and rewarded along with the rest of the class makes him feel as part of the group and gives him self-confidence.

☐ **(GROUP REWARD MAKES CHILDREN FEEL THAT GOAL IS WITHIN REACH.)**

2. Q.A. Mrs. Begay, I think that you should not have deprived Johnny of his token. The rationale behind the program is to give all children in the class successful experiences. Even if some children do not get all the answers right, and the class reaches the criteria, all children should receive the tokens. In this way they will all feel that the goal is within their reach and they will work harder.

☐ **(SINGLING OUT A CHILD FOR POOR PERFORMANCE EMBARRASSES HIM.)**

3. Q.A. Mrs. Begay, Johnny comes from a cultural background that emphasizes cooperative behavior. He does not like to be singled out, as that would make him feel embarrassed and ashamed. When you withheld his tokens, you made him stand out from the group; which was very insulting to him. You also make him feel that he is not competent, which may reinforce a negative self-image.

SITUATION: Withholding an Individual Reward For Not Reaching Criteria.

If responses by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(CHILD SHOULD BE MADE AWARE OF HIS POOR PERFORMANCE.)**

1. Mrs. Begay. I think a child should be made aware of his poor performance. It should be made unpleasant for him so that he tries to avoid the unpleasant situation by performing better the next time.

☐ **(CHILD SHOULD BE TOLD THAT GETTING ANSWERS RIGHT IS IMPORTANT.)**

2. Mrs. Begay. In my opinion, the only way in which you can make a child improve is to make him feel that it is important to get the answers right. By withholding the tokens, I was conveying this to Johnny. I also told him that he has to do well in order to be rewarded the next time.

☐ **(CHILD SHOULD NOT BE REWARDED FOR POOR ATTENTION AND PERFORMANCE.)**

3. Mrs. Begay. Johnny does not pay attention when the lesson is being taught. I don't think he should be rewarded for that behavior, and I would be reinforcing it if he received a reward, too.

SITUATION: Withholding an Individual Reward For Not Reaching Criteria.

Participant role playing the part of the teacher should approximate any one of the following responses before the role playing is terminated.

☐ **(TEACHER AGREES WITH Q.A.)**

1. Mrs. Begay. I think I was being too harsh on Johnny when I didn't give him the tokens. But I thought that I was doing it for his benefit.

2. **Mrs. Begay.** I did not know that the small punishment of withholding the token would make Johnny upset. It really did spoil his whole day.

3. **Mrs. Begay.** I was wrong in thinking that by punishing Johnny I would be improving his performance. I think it will be better to give him successful experiences and make him believe he is improving in his work.

4. **Mrs. Begay.** I did not know it is a part of Johnny's cultural background to work in a group and be part of it. By withholding the tokens I made him feel lost and ashamed. I will try the other alternative; that of rewarding him along with the others and see if it helps him improve.

INSTRUCTION

SITUATION: Teacher Does Not Confirm Class Performance After the Lesson.

The objective of the RRR program is to eventually wean the children off tangible rewards, and allow traditional social praise to take its place. In order that social praise becomes meaningful to the culturally divergent child, it is paired with tangible rewards throughout the whole program.

By using social praise at the time of rewarding the children for their high performance, the teacher is also linking her approval with the high performance. Teacher approval will eventually become reinforcing for the children, and they would perform at a high level even in the absence of tangible rewards.

ROLE PLAYING

SITUATION: Teacher Does Not Confirm Class Performance After the Lesson.

1. Setting a climate for role playing

Explain the purpose of role playing:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in the designated situation as well as a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The teacher does not confirm the performance of the class after they have reached criteria.

Background of Characters

Mrs. Frank – 40 year old Anglo teacher. Mrs. Frank was a substitute teacher for the past five years. This is her second year as a full time teacher in a school with an Indian population.

Situation: Mrs. Frank has just finished presenting the Triple R lesson during Phase III. Now she begins to walk around the room, checking to see if the class has reached criteria. Mrs. Frank is very pleased for her class has reached criteria. She says, "Put all your books away and then you can receive your tokens. Come up to the front of the room row by row and then put your tokens in the pocket chart."

Problem: Have one portray the role of Mrs. Frank and one participant play the role of the Q.A.* during a conference after the Q.A. has observed Mrs. Frank's presentation.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Frank like?
2. What is the problem in this situation?
3. How will this effect the class?
4. What will happen now?

*Quality Assurance Specialist

From the forthcoming responses select individuals to play the role of the Q.A. and Mrs. Frank. Select people who seem to be identifying with the roles in the situation.

3. Preparing the Audience

Prepare the participants to observe puposefully. Have them:

a. Identify the particular roles and think about how they would play them.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The role players do not have to carry out the role playing situation until its completion. There is no real solution to the problems described, but included are some ideas which should be brought out by the role players. The following dialogue includes the rationale of why the teacher should confirm the performance of the group after the lesson. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Q.A. "How did the class do on the lesson today? Your presentation went very well."
Mrs. Frank – response
Q.A. "Do you think the children knew they did well?"
Mrs. Frank – response
Q.A. "Why did you use the clock and the mouse?"
Mrs. Frank – response
Q.A. "You should always remember to use the clock and the mouse to confirm the performance of the class. This is a vital part of the RRR Program. The use of social praise along with the clock and the mouse help to link tangible rewards to social praise. In this way social praise will become a meaningful type of reinforcement for the children. It is most important to confirm the performance of the class with social praise in order to help wean them off tangible rewards during this phase."

5. Discussing and Evaluating

The supervisor must be objective and a non-evaluative participant. She should stop the enactment from time to time to ask:

1. What is happening?

After the role playing enactment is completed ask:

1. How do you think Mrs. Frank feels?
2. Could this situation ever happen in your class?
3. What other ways could this situation be completed?
4. How do you think this situation will effect class performance?

6. The Re-enactment

Further enactments of the same situation may present different ideas on how the roles can be portrayed and

alternative solutions to the problem will be presented. Ask the participants to switch roles or have other participants take on the role of the Q.A. and Mrs. Frank.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will help summarize the role session and review some of the major points and solution to the problem. There should be a review of the rationale for pairing social praise with tangible rewards and why confirmation of performance is important. These points should be reviewed in order to help the teacher make social praise a meaningful reinforcer in her class.

SITUATION: Teacher Does Not Confirm Class Performance After the Lesson.

Responses by the participant role playing the part of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(OBJECTIVE OF PROGRAM TO MAKE SOCIAL PRAISE MEANINGFUL.)**

Q.A. Since one of the objectives of the program is to make social praise meaningful to the children, it should be paired with tangible rewards. Once the children are weaned off tangible rewards social praise should take its place. It is important to give verbal praise to the children after they have reached the criteria. Verbal praise not only reinforces the high performance, but also links teacher approval with high performance.

SITUATION: Teacher Does Not Confirm Class Performance After the Lesson.

If responses by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(VERBAL PRAISE IS NOT IMPORTANT AND PAIRING IT WITH TANGIBLE REWARDS IS UNNECESSARY.)**

Mrs. Winters. The mere fact that you are rewarding the child should be enough to let him know that he has been doing well, and has pleased the teacher. I don't think that verbal praise is crucial. At this time I think that verbal praise together with tangible rewards is an artificial pairing. The children know that if they had not done well, they would not have received the reward.

SITUATION: Teacher Does Not Confirm Class Performance After the Lesson.

Responses by the participant role playing the part of the teacher should approximate the following before the role playing is terminated.

☐ **(PAIRING OF SOCIAL PRAISE AND TANGIBLE REWARD IS IMPORTANT.)**

Mrs. Winters. Now that I see that one of the objectives of the program is to increase the effectiveness of social praise, I think that it is necessary to use verbal praise along with the rewards.

INSTRUCTION

SITUATION: Teacher Rewards a Few Children Individually.

Unknowingly, Mrs. Trujillo may have created motivational deterrents to learning by singling out three children for rewards while the remaining children were unrewarded. Typically, the cultural role of rewarding one, or a few individuals is not prevalent among the lower class. Although middle-majority children enjoy being singled out for rewards, culturally diverse children do not.

For the culturally divergent child learning is converted into a cooperative effort. Children from the culture of poverty are rarely the center of interest. Frequently they have many brothers and sisters and isolated attention to one might easily generate unwanted dissension within the family. A child reared in this environment will not be accustomed to standing out in a classroom because he has never done so at home.

ROLE PLAYING

SITUATION: Teacher Rewards a Few Children Individually.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem, but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The teacher rewards a few children who have reached criteria.

Background of Characters

Mrs. Trujillo – 29 year old Spanish teacher. Mrs. Trujillo has been teaching the first grade for six years. This year her class consists of 25 Mexican American children.

Situation: Mrs. Trujillo has completed the Triple R lesson and is now walking around the room checking the papers. She sees that the class has not reached criteria, but there are three children in the class who have gotten all the answers correct.

She says, "I'm sorry class, but you did not do very well today so our mouse will only go up to number three. The mouse had to go up to four in order for you to get a reward. Since three children did get all of the answers correct, I will give them a reward. Carmen, Carlos and Juanita can come up to the front of the room to choose their reward. I hope the rest of the class will do as well tomorrow as they did."

Problem: Have one participant portray the role of Mrs. Trujillo and one participant play the role of the Q.A.* during a conference to take place after this situation has occurred.

*Quality Assurance Specialist

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Trujillo like?
2. What is the problem in this situation?
3. How do you think this will affect the class?
4. How do you think this will effect the children that did get rewards?
5. What should happen now?

From the forthcoming responses select individuals to play the role of Mrs. Trujillo and the Q.A. Try to select people who seem to be identifying with the roles in the situation.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify the particular roles and think about how they would play them.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly identified and demonstrated their ideas of what will happen. The role players do not have to carry out the situation until its completion. There is no specific correct answer to the problem described, but included are some ideas which should be brought out by the participants. The following dialogue includes the rationale of why the group is rewarded and not individual children. The enactment can be stopped when these points have been discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Q.A. "How did the lesson go today?"
Mrs. Trujillo – response
Q.A. "Did you come across any problems during the lesson?"
Mrs. Trujillo – response
Q.A. "How did the class perform today?"
Mrs. Trujillo – response
Q.A. "Why did certain children receive a reward?"
Mrs. Trujillo – response
Q.A. "Do you think this is justified?"
Mrs. Trujillo – response
Q.A. "One objective of the RRR Program is to give all the children successful experiences. If the class has met criteria then all the children will be rewarded. Children coming from the culture of poverty are not typically immersed in highly competitive situations. Conformity with the group and cooperation with peers are the accepted norm. That is why a group reward system is utilized. Therefore, the children are rewarded on a group basis and children should not be rewarded individually."

5. Discussing and Evaluating

The supervisor should be objective and act as a non-evaluative participant. The enactment should be stopped from time to time to ask the group:

1. Do you think the solution was solved adequately?
2. Has this problem ever come about in your class?
3. What other ways could this be resolved?

6. The Re-enactment

Further enactments of the same problem situation may present different ideas on how the roles can be portrayed and bring about further solutions to the problem. You can ask the participants to switch roles or have other participants take the role of the Q.A. and Mrs. Trujillo.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?
2. Have appropriate solutions been reached?

These questions will help summarize and review the role playing session and the solution to the problem. There should be a review of the rationale for group effort for the program. This will give the teacher a better understanding of the reason for the management system of the RRR program.

SITUATION: Teacher Rewards A Few Children Individually.

If responses by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **Mrs. Trujillo.** I think that children who have done well should be rewarded individually because it is very important that they get recognition and praise for their good work. I don't think that it makes a difference if they come from a different cultural background. Praise and reinforcement of any kind is effective for all children. As for its creating competition in the class, I think that there is nothing wrong with it if it is a healthy competition. It is important that these children learn what competition is, since they are going to be exposed to a competitive life in the future.

SITUATION: Teacher Rewards A Few Children Individually.

Responses made by the participant playing the role of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(INDIVIDUAL REWARDS DEFEAT THE PURPOSE BEHIND THE GROUP REWARD SYSTEM IN THE RRR PROGRAM.)**

Q.A. Mrs. Trujillo, by rewarding only a few children you have defeated the purpose behind the group reward system. We reward them on a group basis because we want to comply with their own cultural background. By singling out a few children, we would be going against their non-competitive background, and creating more problems for them.

INSTRUCTION

SITUATION: Teacher Gives Feedback on the Children's Scores.

A unique factor of the Triple R Program is that the children are not aware of the scores they achieve. This is intentional because withholding their scores causes them to assume they are doing well since all receive rewards and social praise. This helps build the children's self-confidence. If the children assume they are doing well, they will work harder to maintain a high level of performance. Their continued striving and achievement is reinforced by the teacher's attitude, and eventually their scores will rise.

ROLE PLAYING

SITUATION: Teacher Gives Feedback on the Children's Scores.

1. Setting a climate for role playing

Explain the purpose of role playing:

To have the participants know the alternative ways of behaving and have them discover for themselves behavior appropriate in a parallel situation.

The supervisor should tell the group there is no specific solution to the problem, but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The teacher gives feedback on the scores the children have received.

Background of Characters

Mrs. Jaramillo – 30 year old Spanish teacher. Mrs. Jaramillo has been teaching kindergarten for the past three years. This class consists of children mainly of Navajo background.

Situation: The class has just completed marking its worksheets after the Triple R presentation. Mrs. Jaramillo walks about the room checking to see if the class has reached criteria. As she checks the papers, she marks the number correct on top of each. After correcting all the worksheets, she says, "Most of you did very well today so the mouse will go up to four and we will get our reward. You can all look at your worksheets and see how many you have correct. Charles, Stephanie and Raymond only had two correct so they will have to try harder tomorrow."

Problem: Have one participant play the role of Mrs. Jaramillo and one participant play the role of the Quality Assurance Specialist during the conference between the Q.A. and the teacher after the lesson.

2. The Warm-Up

After the supervisor has read the situation to the group, she should ask the following questions:

1. What do you think Mrs. Jaramillo is like?
2. What do you think the problem is in this situation?
3. How do you think this will effect the class performance?
4. How do you think it will effect the children she singles out?
5. What will happen now?

From the forthcoming responses select individuals to play the role of the Quality Assurance Specialist and Mrs. Jaramillo. Select participants who seem to be identifying with the roles.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify the particular roles and consider how they would play them.
b. Check the performance in terms of realism. Ask questions about the session.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation enacted and consider other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The players do not have to carry out the situation to its completion. There is no real solution to the problems described, but included are some ideas which should be brought out. The following dialogue includes the rationale of why the children should not be informed of their scores. You can stop the enactment when these points have been discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Q.A. "How do you feel your class is doing in the Triple R Program?"
Mrs. Jaramillo – response
Q.A. "How did they perform on the lesson today?"
Mrs. Jaramillo – response
Q.A. "I noticed that you put the number of correct responses on top of each child's worksheet. Do you always do this?"
Mrs. Jaramillo – response
Q.A. "Why do you feel it necessary to inform the children of their scores?"
Mrs. Jaramillo – response
Q.A. "I really don't think that informing the children of their scores will motivate the slower learners to try to achieve a better score. Research has shown that if the child is informed he is doing poorly and the teacher reacts to the child as a 'slow learner' this behavior is reinforced. If the teacher continuously responds this way and reacts, then the child will think he is only able to accomplish a miniumum level of performance and will truly begin to exhibit such behavior. The prophecy is then fulfilled as the teacher sees herself as correct in estimating the child's performance, failing to realize that her own actions were the predominant factor in determine the child's low achievement. Instead of informing the children of their scores, it would be better to generate confidence in them by not revealing scores and making them believe they have all performed successfully."

5. Discussing and Evaluating

The supervisor must be an objective participant. She should stop the enactment from time to time to ask:

1. What has happened between Mrs. Jaramillo and the Quality Assurance Specialist?
2. Why do you think the situation occurred?
3. Has this situation ever occurred in your class?
4. How do you think informing the children of their scores will effect the children's performance?
5. How do you think not informing them of their scores will effect their performance?
6. Are there other ways in which this situation could be solved?

6. The Re-enactment

Further enactments of the same situation may present different ideas on how the roles can be portrayed and alternative solutions to the problem may be presented. Ask the participants to change roles or have other participants take on the role of the Quality Assurance Specialist and Mrs. Jaramillo.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?
2. How do you feel about not informing children of their performance?

This will help summarize the role playing session and review some of the solutions. There should be a review of the rationale for not giving individual feedback to the class. This should be emphasized so that the teacher will use the self-fulfilling prophecy to enhance pupil performance.

SITUATION: Teacher Gives Feedback on the Children's Scores.

Responses made by the person role playing the part of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(INFORMING A CHILD OF HIS POOR PERFORMANCE DOES NOT IMPROVE HIS PERFORMANCE.)**

Q.A. Research shows that informing a slow learner of his poor performance does not make him work harder. On the contrary, it slows him down and makes him apathetic. If the teacher shows confidence in the child by encouraging and praising him, without giving him his individual score, he would tend to believe he is doing well, and will continue to do well.

SITUATION: Teacher Gives Feedback on the Children's Scores.

Responses made by the participant role playing the part of the teacher should approximate the following before the role playing is terminated.

☐ **(TEACHER WILLING TO TRY THE NEW METHOD.)**

Mrs. Jaramillo. I had never tried the method of not giving individual feedback to a child. But your arguments are convincing, and I would like to try your method.

SITUATION: Teacher Gives Feedback on the Children's Scores.

If responses by the participant role playing the part of the teacher persist along these lines the role playing may be terminated.

☐ **(INDIVIDUAL FEEDBACK IS ESSENTIAL FOR IMPROVEMENT IN WORK.)**

Mrs. Jaramillo. I still feel that giving individual feedback to a child about his own work is essential. A child must know where he stands in order to improve. If he thinks he is doing fine when he is not, he will not try to do better. I don't believe in the self-fulfilling prophecy because I think it is deception; making the children have the wrong impression about themselves.

INSTRUCTION

SITUATION: Teacher Rewards Class Even When They Have Not Reached Criteria.

Rewards are utilized to motivate and maintain desirable learning behavior. The rationale behind rewarding the children only when they have reached criteria is to make them work hard in order to earn their reward. If the teacher rewards them, regardless of their level of performance, she is overlooking the motivation behind the reward system. If the performance level is to be raised and maintained at that level, the rule of attainment of the criteria should be observed.

ROLE PLAYING

SITUATION: Teacher Rewards Class Although They Have Not Reached Criteria.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: Teacher rewards the class although they did not reach criteria.

Background of Characters

Mrs. Grand – 26 year old Anglo teacher. Mrs. Grand has been teaching in the school for the past 4 years. Her class consists of twenty-five first grade children of Mexican-American background.

Situation: Mrs. Grand has completed the presentation of the Triple R lesson. The class has finished marking their worksheets and the teacher begins to check to see if the class has reached criteria. As she checks the papers, she sees that the class has not achieved a high enough score to be rewarded.

She says, "Class you really did not do very well today. Since you have been doing well lately, I will still give you your reward today. I hope you will try harder tomorrow."

Problem: Have one participant portray the role of Mrs. Grand and one participant play the role of the Q.A. during a conference which takes place after the lesson was presented.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Grand like?
2. What is the problem in this situation?
3. Do you think Mrs. Grand was justified?
4. How do you think this might effect the class?
5. What will happen now?

From the forthcoming responses, select individuals to play the role of Mrs. Grand and the Q.A.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify the particular roles and think about how they would play them.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The role players do not have to carry out the role playing situation until its completion. There is no real solution to the problems described, but included are some ideas which should be brought out by the role players. The following dialogue includes the rationale of why the class should not be rewarded when they do not reach criteria. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue

Q.A. "How do you think the lesson went today?"
Mrs. Grand – response
Q.A. "Why did you give the class their reward?"
Mrs. Grand – response
Q.A. "Do you think this was justified?"
Mrs. Grand – response
Q.A. "Attainment of criteria is essential to the RRR program because it signifies a high performance level of work. Rewards should only be given if the criteria is reached otherwise the children will not be motivated to achieve a high level of performance or maintain this level of performance. High achievement is important and by withdrawing the reward, other teachers have commented that the children work harder on the following day. You should remember to only reward the class when they have reached criteria otherwise you are misusing the reward system."

5. Discussing and Evaluating

The supervisor must be objective and a non-evaluative participant. She should stop the enactment from time to time to ask:

1. How do you think Mrs. Grand feels?
2. Do you think her reasons for giving the reward are justified?
3. How do you think the withdrawal of rewards will effect the class?
4. Has this situation ever occurred in your class?
5. Are there other ways to resolve the situation?

6. The Re-enactment

Further enactments of the same situation may present different ideas on how the roles can be portrayed and alternative solutions to the problem. Ask the participants to switch roles or have other participants take the role of the Q.A. and Mrs. Grand.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?
2. What are some of the solutions we've found?

This will help summarize the whole role playing session and review some of the solutions to the problem. There should be a review of the rationale of why rewards should not be given if criteria is not reached and the importance of the use of rewards. This area should be discussed as it is important to the understanding of the RRR program.

SITUATION: Teacher Rewards Class Although They Have Not Reached Criteria.

If responses made by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(UNFAIR TO WITHHOLD REWARDS FROM THE BRIGHT CHILDREN IF THE WHOLE CLASS DOES NOT REACH CRITERIA.)**

Mrs. Grand. I think that it is very unfair to withhold the rewards from the children when they have all worked very hard. If it had not been for a slow child in class, they would have all reached the criterion. I reward them because they worked very hard to try to reach the criteria. They would have been extremely disappointed if I had not rewarded them.

SITUATION: Teacher Rewards Class Although They Have Not Reached Criteria.

Responses made by the participant role playing the part of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(ATTAINING A CERTAIN CRITERION EMPHASIZES THE IMPORTANCE OF HIGH LEVEL OF PERFORMANCE.)**

Q.A. The rationale behind the class attaining a certain criteria is to make the children reach a high level of performance, and maintain their performance at that level. If the children are rewarded regardless of their attainment of the criteria, the teacher is not stressing the importance of high achievement. Therefore, she is not teaching the children to value hard work as a means of achieving their goal.

INSTRUCTION

SITUATION: Class Hasn't Reached Criteria and the Children Who Have Responded Correctly Request a Reward.

The Triple R Program was particularly designed to reward children on a group basis. The children must understand that the class as a whole will receive a reward if they reach the group criterion. Typically, competition is not found in the culturally divergent child and this type of behavior is often penalized.

Instances in which children demand to be rewarded are relatively rare. Culturally divergent children usually prefer cooperative situations because it is rewarded in their culture. This is fostered in RRR by emphasizing its cooperative group structure. Criterion based on a group criterion also would tend to motivate the class as a whole and make each child work to his capacity.

The Triple R was developed to motivate all the children and keep the cooperative notion of the culturally divergent children in mind.

ROLE PLAYING

SITUATION: Class Has Not Reached Criteria. The Children Who Know They Have Reached Criteria Want A Reward.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem, but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The class has not reached criteria. The children who know they have performed well demand a reward.

Background of Characters

Mrs. Ray – 26 year old Anglo teacher. Mrs. Ray has been teaching the first grade for the past two years. The main population in her class are of Mexican American descent: a few students are from middle-majority homes.

Situation: Mrs. Ray has just completed the Triple R lesson of the day. When she begins walking around the room to check the class performance, she sees that the class has not reached criteria. Upon seeing this, Mrs. Ray says, "I'm sorry class; you have not done very well today. We did not reach criteria today so there will be no rewards. The mouse will only go up to number three."

Carl, one of the boys in the class says, "I got them all right. I want to get a reward."

Stephanie says, "Me too. Why don't you give a reward to the people who get them all right?"

Problem: Have one participant portray the role of Mrs. Ray and one participant play the role of Carl.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Ray like?
2. What is Carl like?
3. What is the problem in this situation?
4. How will this effect the class?
5. What will happen now?

From the forthcoming responses select individuals to play the role of Mrs. Ray and Carl. Select people who seem to be identifying with the situation.

3. Preparing the Audience

a. Identify the particular roles and consider how they would play them.
b. Check the performance in terms of realism. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment.
d. Think through the situation that is being enacted and consider other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen. The players do not have to carry out the situation until its completion. There is no real solution to the problems described, but included are some ideas which should be brought out by the role players. The following dialogue includes the rationale of why the group should be rewarded as a whole. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Carl: "I got all the answers right. I want a reward."
Mrs. Ray: "I'm sorry Carl. You cannot receive a reward because the class did not reach criteria."
Carl: "But, I did. I think I should get a reward anyway."
Mrs. Ray: "I'm sorry, but no one will receive a reward today. The class works as a group during this part of the day. The whole class must perform well and reach criteria in order to get a reward. If the class reaches criteria, everyone will get a reward tomorrow. This is a group project, and the class must perform well together and cooperate to get a reward."

5. Discussing and Evaluating

The supervisor should be objective. She should stop the enactment from time to time to ask:

1. What is happening?

After the role playing session is completed ask:

1. How do you think Carl feels now?
2. Has this situation ever happened in your class?
3. How do you think this will effect the class performance?
4. How do you think Mrs. Ray handled the situation?
5. Are there other ways to handle the situation?

6. The Re-enactment

Further re-enactments of the same situation may present different ideas on how the roles can be portrayed and alternative solutions to the problem will be reviewed. Ask the participants to switch roles or have other participants assume the role of Carl and Mrs. Ray.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will summarize the entire session and review some of the solutions. There should be a review of the rationale of why Carl should not be rewarded and why group rewards are used. This point is important in helping the teacher understand the management system of Triple R.

SITUATION: Class Has Not Reached Criteria. Children Who Know They Have Reached Criteria Want A Reward.

If responses by the participant role playing the part of the child persist along these lines, the role playing may be terminated.

☐ **(UNFAIR FOR A CHILD NOT TO RECEIVE REWARD IF HE GOT ALL THE ANSWERS RIGHT.)**

Carl. Teacher, I want my reward because I got all my answers right. I don't care if the other kids don't get it, but I want my reward. Why should I try to get all the answers right if I am not going to get my reward? I will not even try next time, if I can't get what I deserve.

SITUATION: Class Has Not Reached Criteria. Children Who Know They Have Reached Criteria Want A Reward.

Responses by the participant role playing the part of the teacher should approximate the following before the role playing is terminated.

☐ **(TEAM WORK IS REQUIRED TO ATTAIN CRITERIA.)**

Mrs. Ray. Carl, the reason I did not give the reward to the people who got all the answers right is that we want you all to work together. On the playgound when you play games that have two teams, don't you help your team members try to win?

INSTRUCTION

SITUATION: Teacher Uses the Same Rewards to Maintain Discipline in Her Class.

The objective of the RRR Program's reward system is to orient culturally divergent children toward achievement. The children are given rewards if they reach a high level of performance. Toys are used as a means of positive reinforcement, thus strengthening desired learning behavior.

If the rewards are used to enforce discipline, their real value will be offset. The rewards must relate to the pleasant experience of successful achievement and cannot be withheld as punishment. Since punishment tends to acquire generalized properties, the withdrawal of rewards to maintain discipline may result in reducing interest in the lessons and resentment of the teacher.

ROLE PLAYING

SITUATION: Teacher Uses the Same Rewards to Maintain Discipline in Her Class.

1. Setting a climate for role playing

Explain the purpose of role playing:

To have the participants realize the alternative ways of behaving and have them discover the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the situation, but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: Teacher uses the reward to maintain discipline.

Background of Characters:
Mrs. Cooper – 25 year old Anglo teacher. Mrs. Cooper has been teaching the first grade for the past three years. Her class consists of 30 children, mainly of Spanish American background.

Situation: Mrs. Cooper's class did very well on the Triple R lesson. The class has reached criteria, but Mrs. Cooper makes it a practice to give the children their reward at the end of the day. On this particular day the class is extremely noisy and the children are very restless. As the end of the day approaches, the children remind her of their rewards. She says, "Class I'm afraid you cannot get your reward. You have been very bad today. I had to scold you many times and tell you to sit in your seat and be quiet. You really don't deserve your rewards so you will not get them today. When you learn to behave yourselves you can get the reward."

Problem: Have one participant play the role of Mrs. Cooper and one participant play the role of the Quality Assurance Specialist during the conference after the Quality Assurance Specialist has observed the lesson.

2. The Warm-Up

After the supervisor has read the situation to the group, she should ask the following questions:

1. What do you think Mrs. Cooper is like?
2. What is the problem in this situation?
3. What effect will this have on the class?
4. What will happen now?

From the forthcoming responses, select individuals to play the role of the Quality Assurance Specialist and Mrs. Cooper. Select participants who seem to be identifying with the roles.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify with a particular role and consider how they would play it.
b. Check the performance in terms of realism. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation being enacted and consider other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly demonstrated their ideas of what will happen in this situation. The role players do not have to carry out the situation until its completion. There is no real solution to the problems, but included are some ideas which should be brought out by the role players. The following dialogue includes the rationale of why these same rewards should not be used to maintain discipline. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in the Dialogue

Q.A. "How did the lesson go today?"
Mrs. Cooper – response
Q.A. "How was the children's performance on the lesson? Did you come across any problems?"
Mrs. Cooper – response
Q.A. "Why didn't the class get its reward?"
Mrs. Cooper – response
Q.A. "Do you think it is a good idea to use these same rewards to maintain discipline?"
Mrs. Cooper – response
Q.A. "The reward system is used in this program to motivate and maintain desired academic performance. The rewards are introduced to motivate the children to achieve a high level of performance. When the criteria is reached, performance is praised and coupled with a reward to help maintain this performance. I don't think the rewards should be withdrawn for bad behavior because then the lessons will become a form of punishment. Remember that these rewards symbolize academic achievement, not desirable classroom behavior. If you want, you can introduce some other type of reward system to reinforce desirable classroom behavior. The rewards in this program should only be used to reinforce performance on these lessons."

5. Discussing and Evaluating

The supervisor must be objective. She should stop the enactment from time to time to ask:

1. What is happening?
2. Why do you think the situation occurred?
3. How will this effect the class?
4. Did this situation ever occur in your class?
5. Are there other ways this situation could end?

6. The Re-enactment

Further enactments of the same situation may present different ideas on how the roles can be portrayed and alternative solutions to the problem. Ask the participants to change roles or have other participants take on the role of the Quality Assurance Specialist and Mrs. Cooper.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will summarize the session and review some of the solutions. There should be a review of the rationale for using these rewards only to reinforce high level performance achieved on the RRR lesson. This should be emphasized in order for the reward system to be effective.

SITUATION: Teacher Uses the Same Rewards to Maintain Discipline in Her Class.

If responses by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(REWARDS SHOULD BE MULTIPURPOSE. THEY SHOULD HELP IMPROVE ALL BEHAVIORS IN THE CLASSROOM.)**

Mrs. Cooper. Rewarding children for a specific behavior only creates problems in other areas. Children tend to misbehave after they have received the rewards because they know that they do get rewarded regardless of their all round behavior in the classroom. I try and withhold their rewards if they have been misbehaving. I do not see any reason for rewarding them if they have not been good in class for the whole day.

SITUATION: Teacher Uses the Same Rewards to Maintain Discipline in Her Class.

Responses by the participant role playing the part of the teacher should approximate the following before the role playing is terminated.

☐ **(TEACHER SHOULD USE DIFFERENT REWARDS FOR MAINTAINING DISCIPLINE IN CLASS.)**

Mrs. Cooper. If, as you say, the purpose of the rewards in the RRR program is only to reinforce the children's high performance on the RRR test, then I think that I should use different rewards to maintain discipline in my class.

SITUATION: Teacher Uses the Same Rewards to Maintain Discipline in Her Class.

Responses by the participants role playing the part of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(THE OBJECTIVE OF THE REWARDS IS TO ORIENT CHILDREN TOWARD ACHIEVEMENT: NOT TO ENFORCE DISCIPLINE.)**

Q.A. The objective of the RRR reward system is to orient the children toward achievement. Toys tend to strengthen the desired learning behavior. If the rewards are used to enforce discipline, their real value will be offset. They must not be withheld as punishment for the withdrawal may result in reducing interest in the lessons, and resentment toward the teacher.

INSTRUCTIONS

SITUATION: Teacher Delays Giving Reward Until the End of the Day.

One objective of Triple R is to make praise a form of reinforcement for culturally divergent children. Since many of these children are not praised for academic achievement outside school, it is meaningless in the school. To become meaningful, praise must be paired with tangible rewards. When the rewards are distributed, it is important to praise the children as well, thus linking social with a tangible reward.

The longer the teacher delays the distribution of the reward, the less effective her praise will be. Postponed gratification will tend to lower the children's motivation for they would not be able to associate the reward with high performance. The delay between the reward and the performance may make them lose the connection between the two things.

ROLE PLAYING

SITUATION: Teacher Delays Giving Reward Until the End of the Day.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The children in the class are helping a slower learner. The teacher gets upset because she thinks the class is cheating.

Background of Characters

Mrs. Hall – 32 year old Anglo teacher. Mrs. Hall has been teaching the first grade in this school with Mexican American children for the past 7 years. This is her first year teaching the Triple R Program.

Situation: Mrs. Hall usually presents the lesson in the early morning. She has just completed the Triple R lesson and is now walking around the room checking the papers. She sees that the class has reached criteria and she says, "Class, you have done very well. The mouse will go all the way up to five today because everyone got all the answers correct. You will all be able to receive your rewards before you go home today."

Problems: Have one participant portray the role of Mrs. Hall and one participant play the role of the Q.A.* during a conference to take place after this situation has occurred.

2. The Warm-Up

After the supervisor has read the situation to the group, ask the following questions:

1. What is Mrs. Hall like?
2. What is the problem in this situation?
3. How do you think this will affect the class?
4. How do you think this will affect the program?
5. What should happen now?

From the forthcoming responses select individuals to play the role of Mrs. Hall and the Q.A. Try to select people who *seem to identify with the roles in the situation.*

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify the particular roles and think about how they would play them.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly identified and demonstrated their ideas of what will happen. The role players do not have to carry out the enactment until its completion. There is no specific correct answer to the problem described, but included are some ideas which should be brought out by the participants. The following dialogue includes the rationale of why the rewards should be distributed right after the teacher has confirmed the class performance.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Q.A. "How did your presentation go today?"
Mrs. Hall – response
Q.A. "Do you think the class understands the concept?"
Mrs. Hall – response
Q.A. "Why?"
Mrs. Hall – response
Q.A. "I think it would be better if you gave the rewards out immediately after the lesson. These children are not used to deferred gratification and they should be reinforced immediately after confirmation of the lesson. Besides this, in order to pair social praise with tangible rewards it would be more helpful to reward them right after you have praised them for their performance. In this way social praise will become more meaningful to them as it is seen as being linked to their reward. If you want to save the rewards until the end of the day, I would advise you to present the lesson at the end of the day so they can receive the rewards at that time also."

5. Discussing and Evaluating

The supervisor should be an objective and non-evaluative participant. The enactment should be stopped from time to time to ask the group:

1. Do you think the Q.A. handled the situation correctly?
2. When do you find is the best time to present the lesson?
3. Do you think the withholding of the rewards effects the class performance?

*Quality Assurance Specialist

4. Do you think it effects the use of social praise as a means of reinforcement?
5. What other ways could this situation be resolved?

6. The Re-enactment

Further enactment of the same problem situation may present different ideas on how the roles can be portrayed and bring about further solutions to the problem. You can ask the participants to switch roles or have other participants take the role of the Q.A. and Mrs. Hall.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?
2. Have appropriate solutions been reached?

These questions will help summarize and review the role playing session and the solutions to the problem. There should be a review of the rationale for rewarding the class directly after the class performance is confirmed. This will help the teacher understand how to make social praise more meaningful to the children.

SITUATION: Teacher Delays Giving Reward Until the End of the Day.

Responses by the participant role playing the part of the Q.A.* should approximate the following before the role playing is terminated.

*Quality Assurance Specialist

☐ **(CHILDREN SHOULD BE REWARDED IMMEDIATELY AFTER THE LESSON SO THEY KNOW THEY ARE BEING REWARDED FOR THEIR HIGH PERFORMANCE.)**

Q.A. It is more advisable to reward the children immediately after the lesson so that they get the connection between their high performance and the reward. They have to understand that it is because of their good work that they are being rewarded.

SITUATION: Teacher Delays Giving Reward Until the End of the Day.

If responses by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(REWARDING AT THE END OF THE DAY IS LESS NOISY AND ALSO HELPS CHILDREN LEARN TO DEFER GRATIFICATION.)**

Mrs. Hall. By giving them the reward at the end of the day, I am trying to avoid all the noise and excitment that usually exists when they are rewarded. It is so much easier to reward them just before they go home. Also, I think that it is a very good way of teaching them to defer their gratification, since that is one of the objectives of the program. I feel that the objective can be achieved much faster this way.

INSTRUCTION

SITUATION: Teacher Reports Individual Scores to Pupils.

The RRR program is a group based activity designed to give all children successful experiences. In all phases, the whole class must reach criterion in order to be rewarded. This is done primarily because the culturally divergent child dislikes competing with his peers and he is ostracized for competitive behavior. If an Indian child is singled out and praised on an individual basis, he feels embarrassed and humiliated. Culturally divergent children tend to work cooperatively, thus they help each other choose the correct answer so that the class can reach criterion. This increases the togetherness of the class. When the class average is high, the individual is rewarded. Because the children do not know their individual scores, the Self-Fulfilling Prophecy* comes into play. By this we mean that because the child views himself with a successful self-image, he will feel a sense of achievement and work harder to continue his success. This also works in the teacher's case as she will feel more successful as a teacher, and this will affect her attitude toward the children. This attitude will effect the internalization of intrinsic rewards because the children will feel a sense of satisfaction for a task well done and they will work harder to please themselves and the teacher. Therefore, because the culturally divergent child does not enjoy competition, and in order to raise the child's self-image, the individual scores should not be known to the child.

*Self-fulfilling prophecy is repeatedly given as an argument in most of the instructions.

ROLE PLAYING

SITUATION: Teacher Reports Individual Scores to Pupils.

1. Setting a climate for role playing

Explain the purpose of role playing as being:

To have the participants know the alternative ways of behaving and have them discover for themselves the behavior that is appropriate for them in a parallel situation.

The supervisor should tell the group that there is no specific solution to the problem but there are certain interactions which should be approximated. The supervisor should work for an open-ended exploration.

Role Playing Situation

Problem: The teacher reports individual scores to the pupils.

Background of Characters

Mrs. Chaney – 30 year old Anglo teacher. Mrs. Chaney has been teaching at the Cochan School for the past ten years. She is a first grade teacher and her class consists of Pueblo children.

Situation: Mrs. Chaney has finished presenting the Triple R lessons for the day. The class has finished working their worksheets and the teacher has begun walking around the room to correct the papers. Mrs. Chaney stops at each desk and puts the number correct on top of each paper. She sees that the class has reached criteria and says, "Class, you have done very well today. You have reached criteria so you will receive your tokens. We have 10 people who got all of them right today."

Problem: Have one participant portray the role of Mrs. Chaney and one participant take the role of the Q.A.* during a conference which takes place after the lesson was presented.

2. The Warm-Up

After the supervisor has read the situation to the group, she asks the following questions:

1. What is Mrs. Chaney like?
2. What is the problem in this situation?
3. How do you think it might affect the class?
4. What will happen now?

From the forthcoming responses select individuals to play the role of the Q.A. and Mrs. Chaney. Select people who seem to identify with each of these roles.

3. Preparing the Audience

Prepare the participants to observe purposefully. Have them:

a. Identify the particular roles and think about how they would play them.
b. Check the performance in terms of being realistic. Ask questions about the session from time to time.
c. Observe how different people feel during the enactment of the situation.
d. Think through the situation that is being enacted and think about other possible solutions.

4. The Enactment

The leader may stop the enactment when the role players have clearly presented their ideas of what will happen. The role players do not have to carry out the role playing situation until its completion. There is no real solution to the problem described, but included are some ideas which should be brought out by the role players. The following dialogue includes the rationale of why the teacher should not report individual scores to the pupil. You can stop the enactment when these points are discussed.

Participants Should Approximate the Following Interactions Present in This Dialogue:

Q.A. "How do you feel you did on the lesson today?"
Mrs. Chaney – response
Q.A. "How did the class do?"
Mrs. Chaney – response
Q.A. "Do you usually mark the papers in front of the children?"
Mrs. Chaney – response
Q.A. "Why?"
Mrs. Chaney – response
Q.A. "I think it would be better if the children did not know their scores since this is a group project. Because these children work in a cooperative effort to meet group criteria individual feedback is not necessary. When they do not know their individual scores the Self-Fulfilling Pro-

*Quality Assurance Specialist

phecy comes into play. By this we mean that because the child feels he is successful he will try harder to continue this performance. This will promote the child's self image of success so he will gain more confidence. When the child has a high self image he will work harder to keep up this image."

5. Discussing and Evaluating

The supervisor must be objective and a non-evaluative participant. She should stop the enactment from time to time to ask:

1. What is happening?

After the role playing session is completed, ask:

1. How do you think Mrs. Chaney feels?
2. What do you think about giving individual feedback to the children?
3. Has this situation ever occurred in your class?
4. How do the children feel about individual feedback?
5. Are there other ways this situation could end?

6. The Re-Enactment

Further enactment of the same situation may present different ideas on how the roles can be portrayed and alternative solutions to the problem. Ask the participants to switch roles or have other participants play the role of the Q.A. and Mrs. Chaney.

7. Sharing Experiences and Generalizing

The supervisor asks:

1. What has happened so far?

This will help summarize the role playing session and review some of the solutions to the problems. There should be a review of the rationale of why the children should not receive individual feedback. This point should be understood and they can realize how the Self-Fulfilling Prophecy comes into play.

SITUATION: Teacher Reports Individual Scores to Pupils.

Responses made by the participant role playing the part of the Quality Assurance Specialist should approximate the following before the role playing is terminated.

☐ **(REPORTING INDIVIDUAL SCORES WOULD PRODUCE COMPETITIVENESS.)**

1. Q.A. In order to provide a cooperative atmosphere in the classroom, it is better not to let the children know of their individual scores. Reporting of individual scores might produce competitiveness or rivalry in the children, then the children would not work together to reach the criteria. The fact that it is a group effort should be stressed to the children.

☐ **(REPORTING INDIVIDUAL SCORES FRUSTRATES THE SLOW LEARNER.)**

2. Q.A. If individual scores are reported to the children who did well, then the slow learners may feel more incompetent and threatened.

☐ **(IF INDIVIDUAL SCORES ARE NOT REPORTED, THE SELF-FULFILLING PROPHECY BEGINS TO WORK.)**

3. Q.A. If the children do not know their individual scores and receive rewards as a result of the class reaching the criteria, the self-fulfilling prophecy comes into effect. Children come to believe that they have been doing well and this gives them more confidence, thus making them work harder to improve their performance.

SITUATION: Teacher Reports Individual Scores to Pupils.

If responses made by the participant role playing the part of the teacher persist along these lines, the role playing may be terminated.

☐ **(INDIVIDUAL FEEDBACK IS GOOD.)**

1. Mrs. Chaney. It is a known fact that individual feedback and praise is good for a child. It motivates him to do better all the time so that he can receive praise and recognition from his teacher again. I do not see anything wrong in letting the children know the scores they have achieved on the test.

☐ **(REPORTING INDIVIDUAL SCORES TO PUPILS IS GOOD FOR THE SELF-IMAGE OF THE CHILD.)**

2. Mrs. Chaney. I think that reporting individual scores to a pupil is good for his self-image. It makes him feel important and successful.

SITUATION: Teacher Reports Individual Scores to Pupils.

Responses made by the participant role playing the part of the teacher should approximate the following before the role playing is terminated.

☐ **(THE TEACHER IS WILLING TO TRY THE SUGGESTED TECHNIQUE.)**

Mrs. Chaney. It is hard to believe that if the children are not told their scores, they would perform better. However, there is no harm in trying this technique to see how it works.

INTRODUCTION TO TRIPLE R CONTENT AREAS

The Reinforced Readiness Requisites curriculum was developed because a great deal of help is needed in the challenging and complex area of preparing a culturally divergent child to read. The areas covered in the lessons were found to be prevalent in standardized entry skills and readiness instruments for first grade children. The materials were designed with the ethnic minority child in mind. The lessons have been studied and revised after a thorough review of existing literature and teacher feedback.

The following lecture discusses the content covered, and the rationale for its inclusion.

Instructions to Supervisor

1. Begin Content Slide Tape presentation.
2. In the event of media malfunction in the audio and video portions, the following is a copy of the script which can be read by any faculty member.

SWCEL Storyboard **VISUAL**

Camera 1 / 2 / 3 / 4 / Audio

RRR Content pg. 1 **SCRIPT**

1

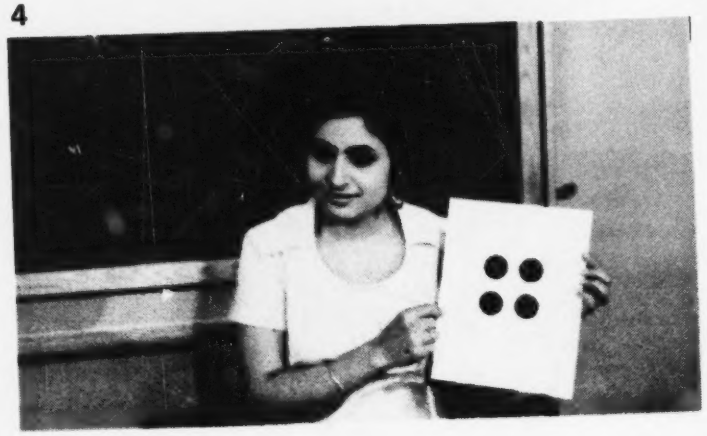
2

3

Reinforced Readiness Requisites lessons are designed to give standard kindergarten and first grade entry and readiness skills to culturally divergent children,

and to give them the feelings of success which are necessary for them to achieve in school.

4



The lessons present concepts necessary for the child's successful entry into classroom academics, and are illustrated in a manner he can easily understand.

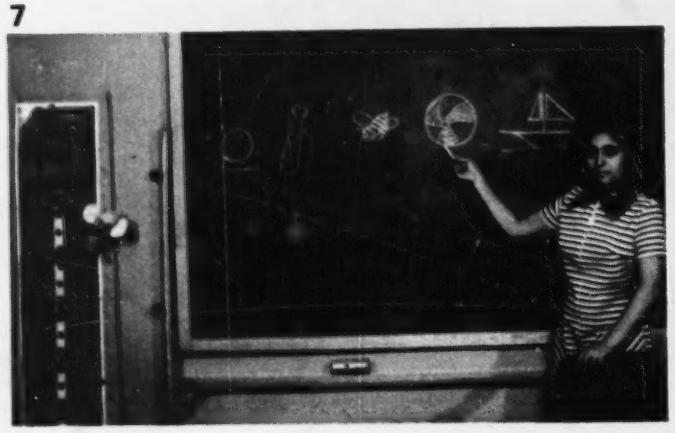
5

Tangible rewards are used during the first phase of the Triple R program, but are gradually delayed, then withdrawn,

6

ultimately leaving teacher praise and an instilled desire to learn as the child's lasting motivation.

7

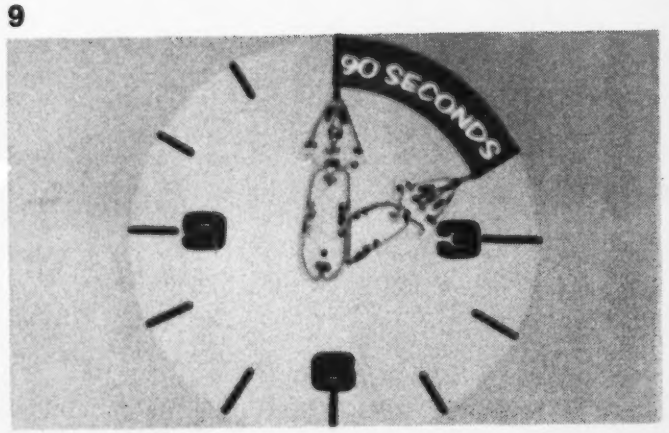


The teacher begins each lesson by stating its purpose so that the child knows the learning behavior expected of him in that lesson.

8

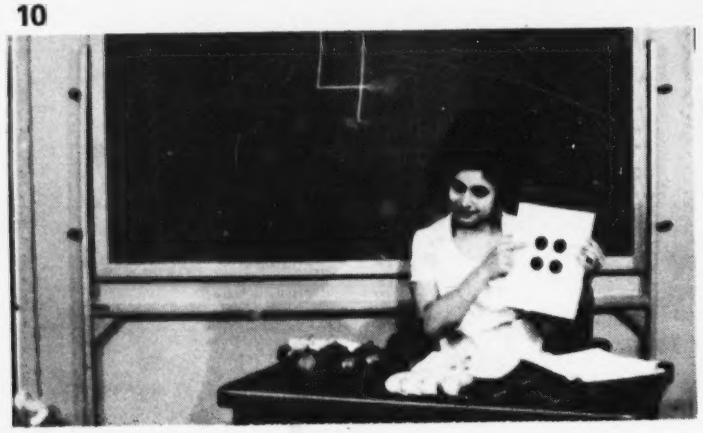
Each lesson is presented in the same manner as the others so that the child can concentrate on the content of the lesson and more easily achieve success.

9



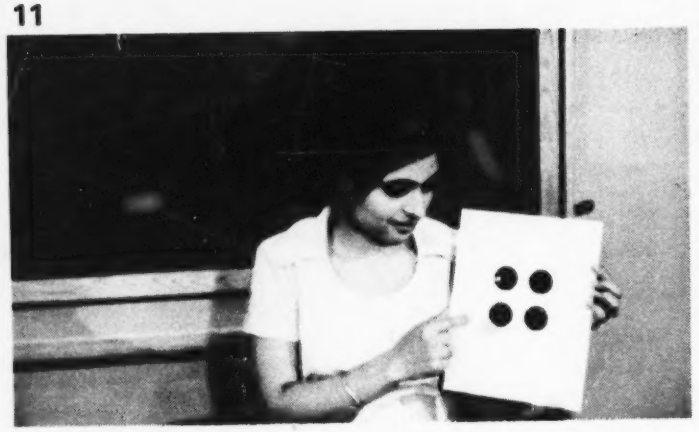
Each concept is presented singly, and in less than two minutes, thus fitting the child's attention span.

10



A suggested activity is included in most of the lessons and is used for additional preparation. The teacher may use outside materials in this activity to help her children better understand the concept.

11

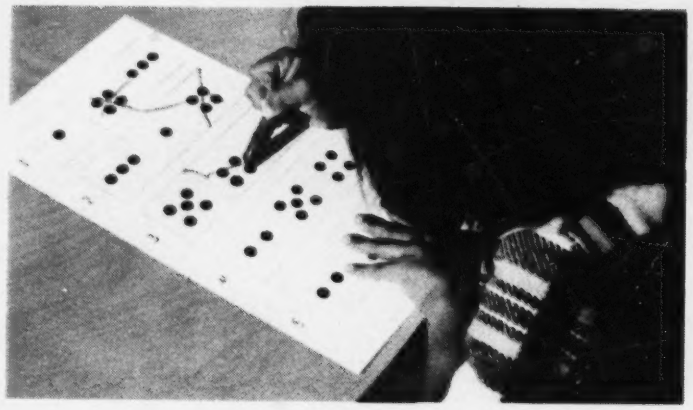


The teacher presents each concept visually and orally through the use of two to four stimulus cards, like this one, for each lesson.

12

She then demonstrates how to mark the correct response on the example card.

13



The children are then given worksheets and are asked to follow each row and mark the answer.

14

Because the child "answers" by simple motor activity, he is not handicapped by a lack of verbal skills in showing his comprehension of the lesson concept.

15

PRE – LESSONS

1-12

REINFORCED

READINESS

REQUISITES

A series of twelve pre-lessons precedes the Triple R program; pre-lessons which develop the psycho-motor skills needed for Triple R. The first pre-lesson teaches the child to move the marker down the rows.

16

Pre-lessons 2, 3, and 4 teach the child to make an "x". He will later use this to mark the Triple R worksheets.

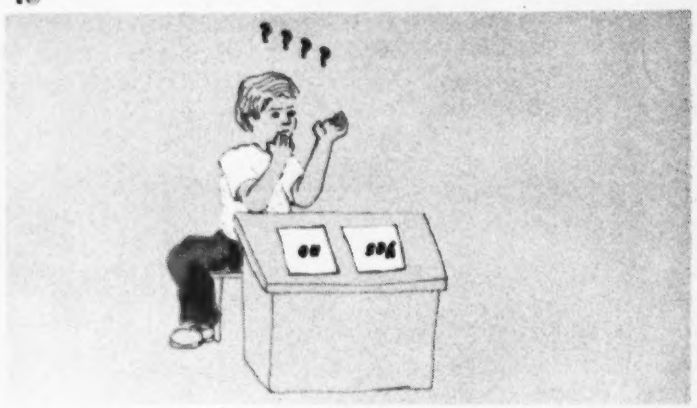
17

Pre-lessons 5, 6, and 7 teach the child to designate numbers and appropriate rows.

18

The next four pre-lessons teach identification of the words "yes" and "no."

19



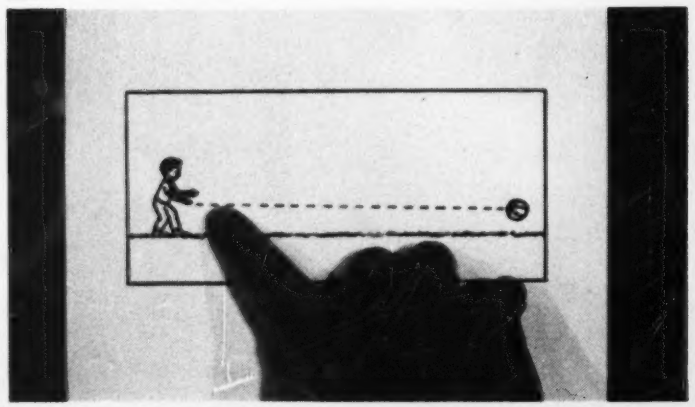
In pre-lesson 12, the child learns the words "yes" and "no" and how to tell them apart. This ability is needed for the listening lessons that come later.

20

1. LEFT TO RIGHT PROGRESSION
2. AURAL DISCRIMINATION
3. VISUAL DISCRIMINATION
4. LISTENING COMPREHENSION
5. ASSOCIATIVE VOCABULARY

The major concept areas taught by the Triple R program are basics for the kindergarten and first grade culturally divergent child. The major areas are: Left to Right Progression; Aural Discrimination; Visual Discrimination; Listening Comprehension; and Associative Vocabulary.

21



Left to right progression is one of the most important pre-reading skills. It is taught by having the child follow patterns or draw lines that move left to right.

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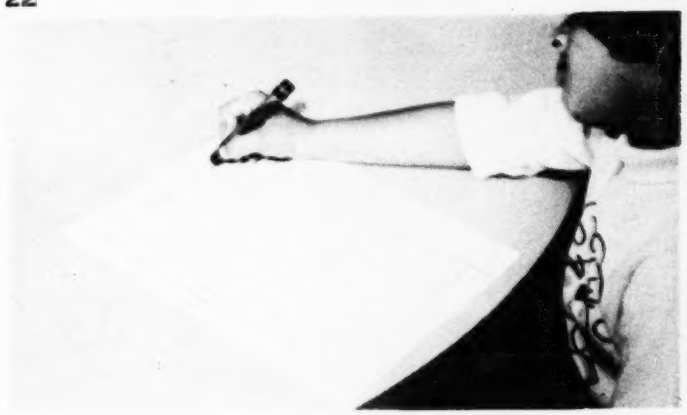

Since many of the children have no experience with reading, they must be taught left to right orientation through formal learning experiences like this one.

23

Through aural discrimination lessons, the child learns to associate letters with sounds and sounds with words. This is difficult for many children, but is essential to reading.

24

The letter sound is given in word context. Letter sounds are not presented singly because some sounds can not be isolated from the word in which they appear.

25

Here is an example of the aural discrimination lesson teaching the sound of a beginning "t". The teacher is reading the story of "Theresa, the Teeny Tiny Turtle," and using stimulus cards to illustrate the story.

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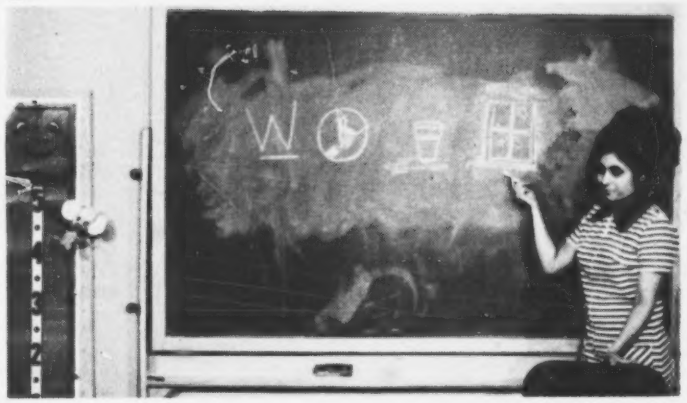

Triple R's visual discrimination portion teaches recognition of letters, words, and patterns by matching, and helps develop the child's visual memory.

27

The matching process helps the child to see details of letters and words, so that he is less likely to confuse such letters as "p." "b." and "d." or "m" and "n."

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Knowing the difference between such letters helps him to associate each letter with its own sound, and matching letters and words teaches him to discriminate through likeness and difference – another important factor in learning to read.

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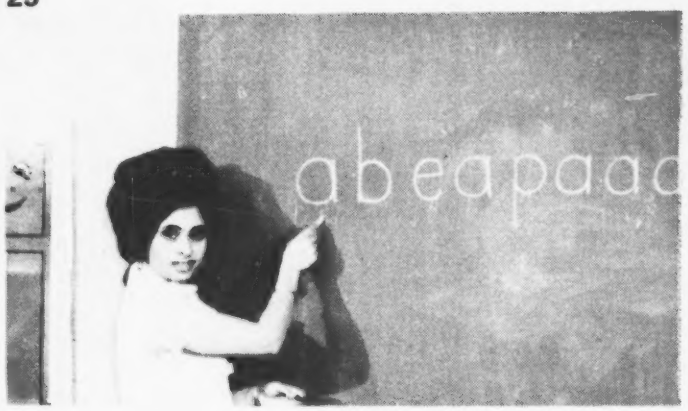

In a typical visual discrimination lesson, the children are expected to find all the "r's" in a group of letters. As a preliminary activity, the teacher reviews the letter "a" and the children point out all the "a's" on the board.

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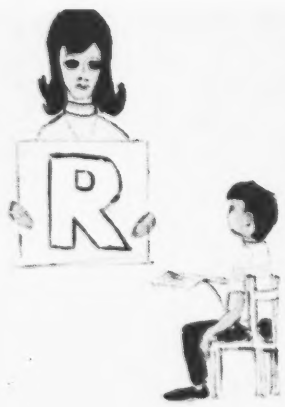

The teacher next shows the children what an "r" looks like, then asks them to find all the "r's" in a group of letters. This teaches them how to find likenesses through visual memory.

31

The listening comprehension portion of the Triple R program is composed of short, read-aloud stories and "yes" and "no" worksheets.

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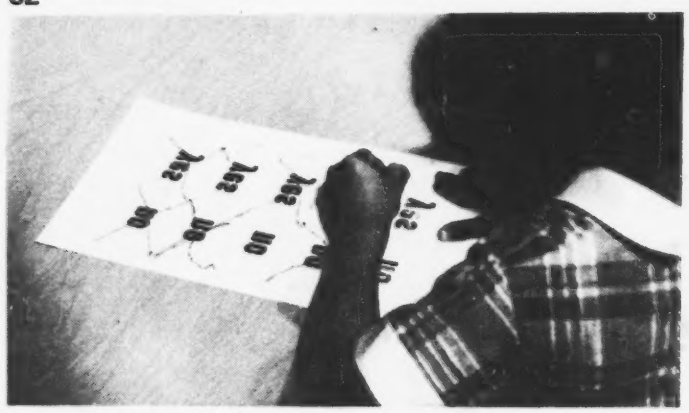

After a story is read to the children, the teacher asks a series of questions about it. The children answer by marking "yes" or "no" on their worksheets.

33

Cultural heritage listening lessons consist of stories about characters and activities which are immediately relevant to the cultural backgrounds of the children.

SWCEL Storyboard **VISUAL** | Camera 1 2 3 4 | Audio | RRR Content pg. 12 **SCRIPT**

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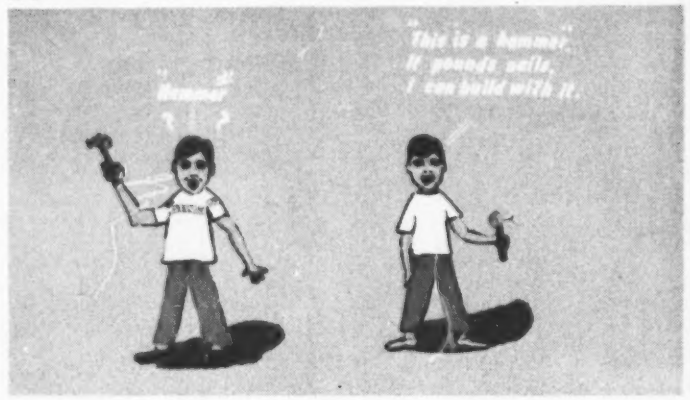

Triple R's associative vocabulary section teaches the underlying concepts of words, so the children aren't just parroting words they don't fully understand.

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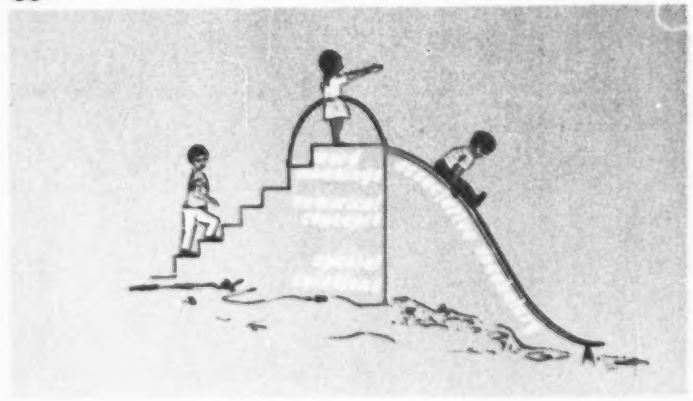

Associative vocabulary lessons include the teaching of spatial relations, numerical concepts and word meanings.

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Spatial relations teaching clarifies the relational understanding of the culturally divergent child. He learns such positional concepts as up and down, front and behind, in, and next to.

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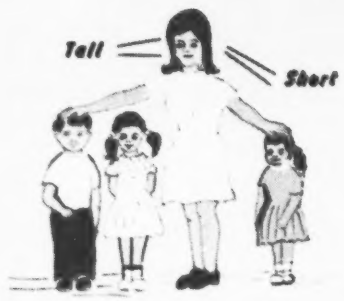

He learns object quality concepts, including big and little, short and tall, and quantitative concepts such as most and least, empty and full, many and few.

38

Preliminary activities in associative vocabulary enable the children to use concrete materials to better understand the concepts. Showing the concept of full and empty requires only a glass and some liquid.

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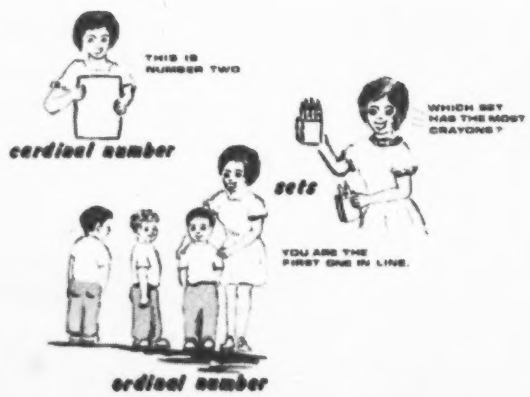

Concrete materials are also useful in teaching numerical concepts, including ordinal numbers, cardinal numbers, and sets. Counting the number of pencils in each set, and choosing the set that has the most and least number of pencils, is

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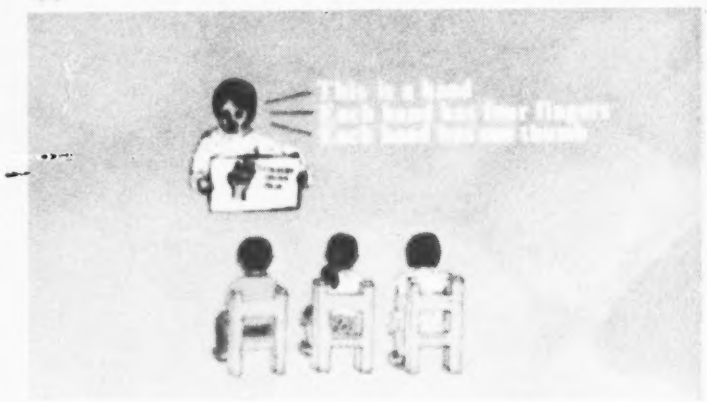


42

following this preliminary activity, which also gives the concepts of most and least. The children move into the actual lesson with stimulus cards to illustrate the concept.

Word meaning lessons teach the child to name and identify objects, including forms of transporation, body parts, emotions, fruits and animals.

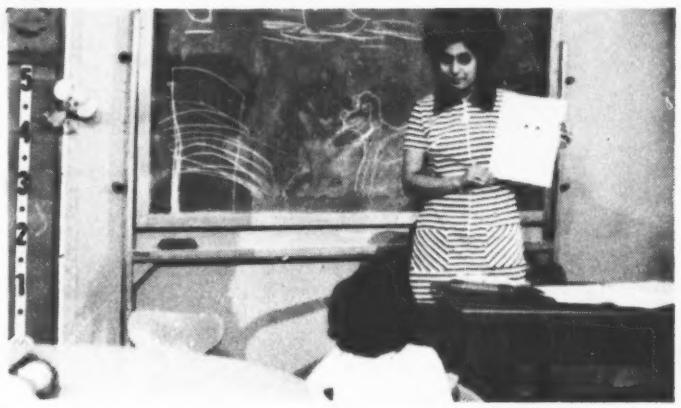
Since emotion concepts may be difficult for the culturally divergent child, he is taught to recognize the facial expressions that go with sad, happy or angry feelings. The teacher first shows the emotion and facial expression herself.

SWCEL Storyboard **VISUAL**

Camera 1 / 2 / 3 / 4 / Audio

RRR Content pg. 15 **SCRIPT**

43



Then the lesson is given through the stimulus card. The teacher is saying, "This girl is happy. Look at her face. She is smiling."

44

The children are then asked to choose the worksheet picture of someone who is happy. Since the stimulus cards show boys, the worksheet pictures are of girls in order to find out whether the children really understand the concept.

45

The Triple R program covers many areas of entry and readiness skills necessary to children entering school

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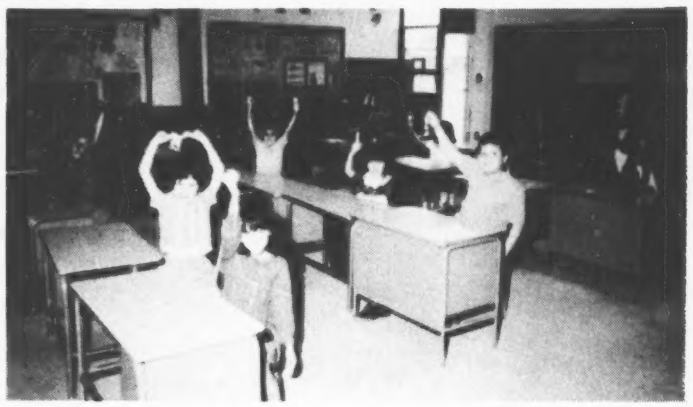

with particular relevance to the culturally divergent child, thus increasing his chances for successful and happy learning.

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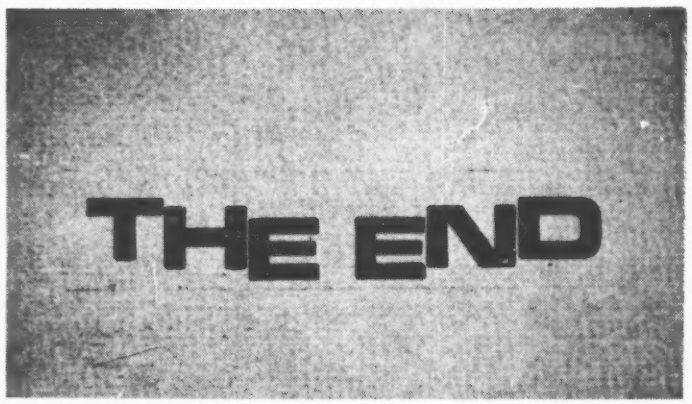

In one hundred and forty-five lessons, the Triple R program covers many areas of entry and readiness skills necessary to children entering school, thus making their school experience both happy and successful.

CONTENT AREAS IN THE RRR LESSONS

Introduction

The content of the Reinforced Readiness Requisites Program is an important part of the program. The materials are continually being studied and revised according to our data and the teachers' comments. During the past year many relevant questions have been asked concerning the content. A discussion should be conducted concerning the content. The following pages contain the questions asked most often about the content areas and the answers which the discussion leader should attempt to elicit from participants.

1. **Does the lesson content correspond to the school curriculum?**

   Comments received from the teachers indicate that the content of the RRR lessons correlate with many subject areas in the first grade curriculum. For example, lessons dealing with beginning sounds and letter forms tie in with writing and language areas. The lessons on numerical concepts go hand-in-hand with their lessons on math and language concepts. RRR concepts dealing with transportation and communication lay a basis for concepts learned in science. Some teachers have even correlated all their daily activities around the RRR content, thus integrating them with all areas of the curriculum. These lessons can be used as a basis for introducing new concepts or to build upon concepts already introduced.

2. **How can you be sure that the short time taken to present a concept is enough?**

   From the data we have collected, we can assume that most of the material presented is being assimilated. Each concept is specifically presented in a short period of time to allow for the short attention span of the first grader. These concepts are presented after the child is motivated by the idea of receiving a reward. His attention is kept at its optimal level due to high motivation and the short period of the presentation. The high scores on the content and retention tests further verify the fact that the concepts presented are assimilated. These tests review concepts previously learned. Since no rewards are given for these tests, the high performance cannot be attributed to the rewards. However, if the concepts taught in some lessons need more time and elaboration, "Suggested Preliminary Activities" for the teacher are available. These suggested activities involve the use of very simple materials and are not time consuming. With the help of these simple activities the teacher can introduce the concepts making it easier for the children to comprehend.

3. **How do you measure improvement of children's listening comprehension?**

   The lessons dealing with listening comprehension consist of stories unfamiliar to the child. This year cultural heritage lessons have also been included utilizing items found within the child's cultural background. Since there is no previous knowledge of the content, the high scores on these tests seem to indicate high retention and the ability to comprehend oral presentations. Since these stories are presented within a short period of time, their motivation and interest are high during the presentation. The stories seem to hold the interest of the children and they are able to remember most of the details of the story, even months after it is presented.

   It has been found that the scores during the earlier listening comprehension lessons were rather low. The reason for this is not the lack of attention or retention, but the unfamiliarity with the words "yes" and "no" to be marked on the answer sheet. We would advise the teacher to review the pre-lessons dealing with these words before a listening comprehension lesson is presented. We have noted that in later lessons when the children are more familiar with the format of "yes" and "no" their scores improve considerably, thus tending to show an improvement in listening comprehension.

4. **Is the content too difficult for first graders/ kindergartens?**

   The content of the RRR lessons has not been found to be too difficult for first graders. The RRR Program was particularly designed for the first grader to prepare them with the skills essential to reading. The lessons were tailored to the attention span of the six year-old child who is rather labile. The fact that the children are able to meet the criteria for each lesson demonstrates their ability to assimilate the content. The children's scores on the content test given at the end of the program indicates that not only has the material been assimilated but it has also been retained.

   Although the content was particularly selected for first graders, during the past year we have introduced the program into kindergartens. The content has remained the same, but we have lowered the criteria. The scores indicate that these younger children can assimilate the material and experience successful achievement. This year lessons have been revised and new content has been introduced especially for the kindergarten classes.

5. **Are there any specific lessons teaching left and right?**

   The content of the RRR program this year includes specific lessons teaching discrimination between left and right. These lessons deal with a sequence of events identifying direction and completing a path, all which have the children progress from left to right to orient them to this skill.

6. **What are the content areas covered; why were they chosen?**

   The content items chosen for the RRR program were specifically selected from areas in which deficiencies related to reading entry skills are prevalent. These materials were particularly designed to eliminate cultural bias by presenting material familiar to the culturally

divergent child. The following content areas are included in the program; associative vocabulary, including spatial relations, numerical concepts, word meaning, aural discrimination, listening comprehension, visual discrimination, and left to right progression.

Each of these content areas were selected in order to introduce a specific skill necessary for reading. Caldwell has found that the area of associative vocabulary is of particular importance for the culturally divergent child, thus it is more heavily represented in the lessons. The area of visual discrimination includes matching and visual memory of letter forms and words. Particularly emphasized are reverse letter forms in order to avoid reverse reading in the children. The lessons on Aural Discrimination teach initial and final consonant sounds, rhyming words, structured endings and diagraphs. Discrimination between sounds is made easy by the introduction of small stories that use one particular sound repeatedly. Stories about imaginary characters and cultural heritage stories are included in Listening Comprehension. These stories are novel and hold the children's interest, thus improving their listening comprehension. Left to right progression, which is considered as an important prerequisite for reading is also covered thoroughly in the RRR lessons. Different kinds of exercises are included that teach left to right orientation.

7. Why are certain letters taught?

Certain letter forms have been included in the content of the RRR lessons for the area of visual discrimination. These lessons (e.g., the matching of either letter forms or words) have been included to help the children discriminate details in a series of letters and words. Letters were chosen on the basis of their potential for confusion. Letters which look similar often cause "reversing readers" because the children have difficulty in discriminating between them. Letters such as "b and d"; "p and g"; and "m and n" were chosen because they have been found to cause difficulty during reading. Unless the children can distinguish between these letters, they cannot associate them with their respective sound. Mastery of letter discriminations is essential for beginning readers.

8. Why are there so many lessons on auditory discrimination?

It has been found that auditory discrimination is one of the most important skills for good reading habits. Associating correct sounds with symbols and blending them into words is a difficult task, especially for the culturally divergent child. Many lessons have been included in this area in order to help the child with discriminations between sounds. Many consonant sounds, both at the initial and the final positions provide difficulty for the child, so there are many lessons dealing with these discriminations. These lessons ask the child to discriminate the sound and mark the correct picture whose name begins with that particular sound.

9. Is there any audio-visual integration in the lessons?

Audio and visual skills are both important to reading readiness. Both skills have been integrated in the RRR program in order to have the children visualize and hear the concepts presented. The concepts are presented visually through the use of stimulus cards, which give a pictorial representation of the concept. In the auditory area, a short oral description is presented along with each stimulus card and an example follows with the use of the example card. Thus, for each lesson the concept is presented visually and orally in order to develop both skills which are necessary for reading.

10. Can lessons be repeated; lessons that build on other and pre-lessons, e.g., Yes and No.

Many teachers ask if they can repeat lessons when the children do not reach criteria. Lessons definitely can be repeated if the teacher feels that the children do not understand the concept. Lessons that have concepts which build on later learning may be particularly important and should be repeated. Instead of repeating a lesson the teacher may wish to devise her own activity which will build on the concept and further simplify it for her class. It has been found that the Pre-Lessons may be a necessity to repeat. Such is the case in kindergartens with the lessons on "Yes" and "No," which may in turn cause difficulty during the lessons on listening comprehension. At first the scores have been found to be rather low due to the fact that the children could not adequately distinguish between these two words. It was found that after the Pre-Lessons were repeated, the children's scores rose considerably. We suggest that these Pre-Lessons be repeated before some of the early listening comprehension lessons in order to familiarize the students with these words and enable him to make the appropriate discrimination.

11. Can these lessons be taught in Headstart classes?

This year we have introduced the RRR program to kindergarten classes. The children seem to have been very successful. In order for these children to achieve success, the criteria had to be lowered. First, an average of the performance is taken for the week. After this average is computed, it is multiplied by two and one-half percent. This figure is then subtracted from the average performance for the week in order to give us the new criteria for the following week.

The Headstart classes also can assimilate this material if the criteria is also lowered. The motivation of the rewards is sufficient to bring the children up to a high level of performance. The reason the criteria is lowered for these younger children is to increase their opportunities for academic success.

12. Do children need to be prepared for a certain concept before it is presented?

All the lessons in the RRR program were designed to

introduce skills to facilitate reading ability. If the teacher feels the concept is of particular importance, she can expand on it through the use of the "Suggested Preliminary Activity." These activities were added in case the teacher feels that the class may have difficulty understanding the concept. These activities provide the procedure and materials necessary in further illustrating the concept.

13. Do the lessons get more difficult during the year?

As the program continues, the lessons get progressively more difficult. The program was designed so that there is a hierarchy in the content, with easier content coming in the earlier lessons. This was done specifically so that the children get a chance to experience success, thus building up their confidence for further success. As the children acquire more skills, they can assimilate more difficult concepts. As the lessons get more difficult, the criteria is also raised so that the children are continually striving for a higher goal. By the end of the year the children are learning more difficult concepts and are motivated by their achievement.

INTRODUCTION TO THE OVERVIEW

The following presentation was designed to help the teachers get an over-all picture of the whole program. It deals with the application of the three phases in detail with some mention of the rationale behind the management system.

This presentation may be followed by a discussion on procedure.

SWCEL Storyboard **VISUAL** | Camera 1 / 2 / 3 / 4 / Audio | RRR Overview pg.1 **SCRIPT**

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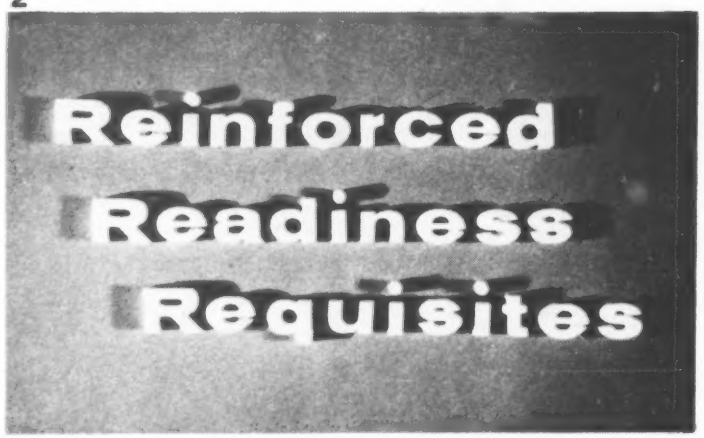

SWCEL's Reinforced Readiness Requisites program, or RRR for short,

3

is designed to instill motivation in minority group children for learning basic readiness skills.

SWCEL Storyboard **VISUAL** | Camera 1 2 3 4 | Audio | RRR Overview pg. 2 **SCRIPT**

4

It was developed on the premise that a child's motivation to learn in school is greatly affected by his cultural background.

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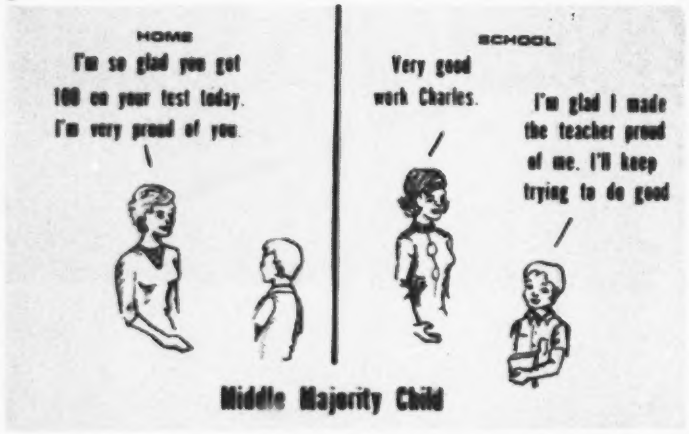
HOME
I'm so glad you got 100 on your test today. I'm very proud of you.
SCHOOL
Very good work Charles.
I'm glad I made the teacher proud of me. I'll keep trying to do good
Middle Majority Child

Research has shown that the middle class child is continuously encouraged and rewarded for scholastic achievement by means of strong family approval and rewards, sometimes even before he starts school! These efforts help develop the child's motivation to learn, and give the teacher's praise and approval real reinforcing power.

6

Such influences are not present in the lives of most culturally divergent children. They are not prepared for school and teacher approval does not automatically serve as motivation for learning.

7

Also, classroom procedures may confuse the culturally divergent child. If competing in the classroom causes him to be ostracized, or if he is embarrassed by individual praise, then his opportunities to succeed are greatly reduced.

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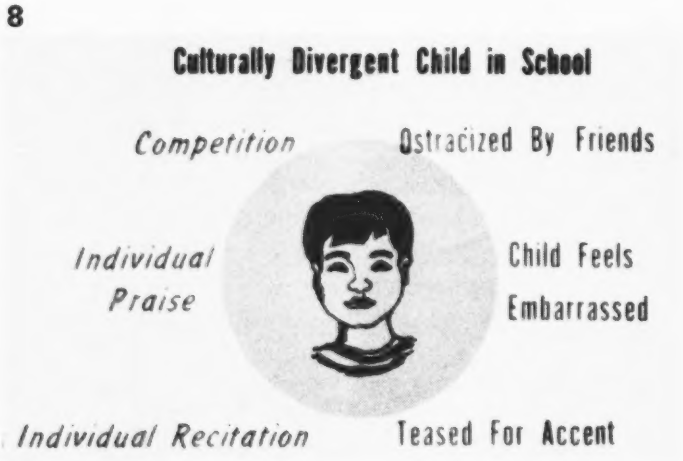
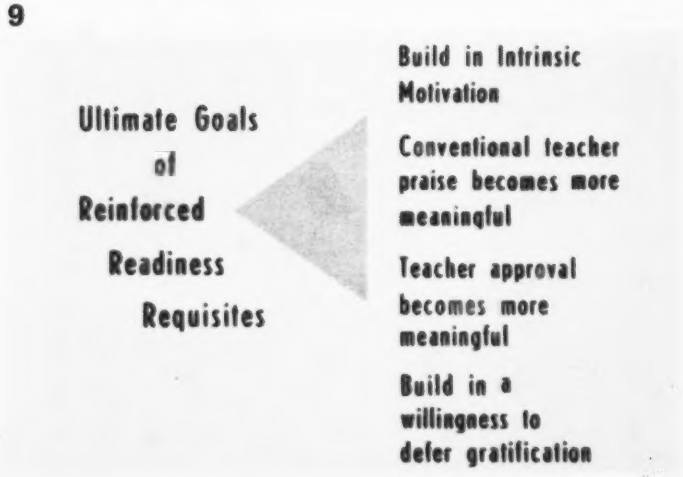


The culturally different child may not always respond to the same methods of reinforcement as the Anglo child. For this reason, RRR first follows *his* method, and provides tangible external rewards for achievement. These rewards are gradually tapered off.

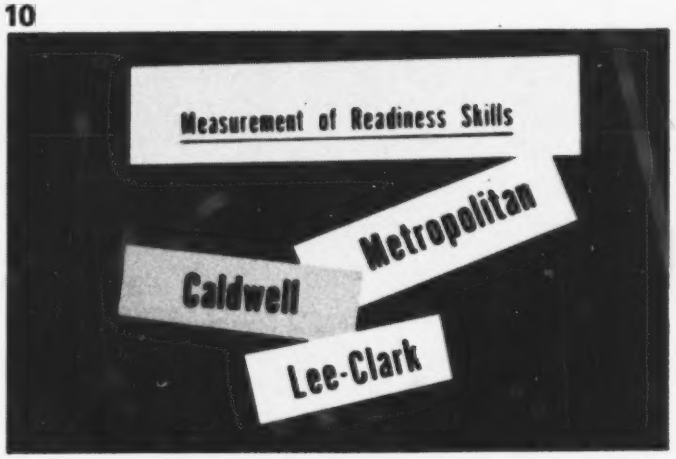
9


Ultimate Goals of Reinforced Readiness Requisites
Build in Intrinsic Motivation
Conventional teacher praise becomes more meaningful
Teacher approval becomes more meaningful
Build in a willingness to defer gratification

Thus, external motivation is used until the child's achievement can be maintained through internal motivation and conventional teacher praise, that is, until these goals of RRR are reached:

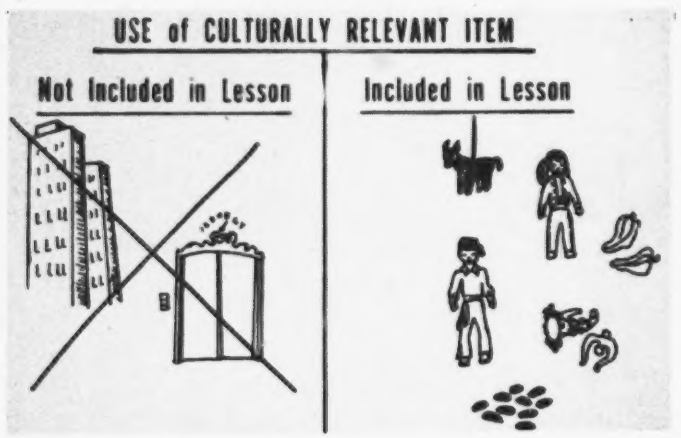
until motivation becomes internal
praise becomes meaningful
approval becomes meaningful
and the child is able to defer
gratification.

10



Content of the 145 lessons is generally consistent with standard readiness tests for kindergarten and first grade children. The lessons have been programmed, paced and structured in line with SWCEL's research on culturally divergent children in the Southwest.

11



The content material is designed to minimize cultural bias. Culturally irrelevant items — such as elevators and skyscrapers — are avoided in the illustrations on the lesson worksheets. Good examples of culturally relevant items are found in the worksheets for the cultural heritage lessons, which are used for listening comprehension.

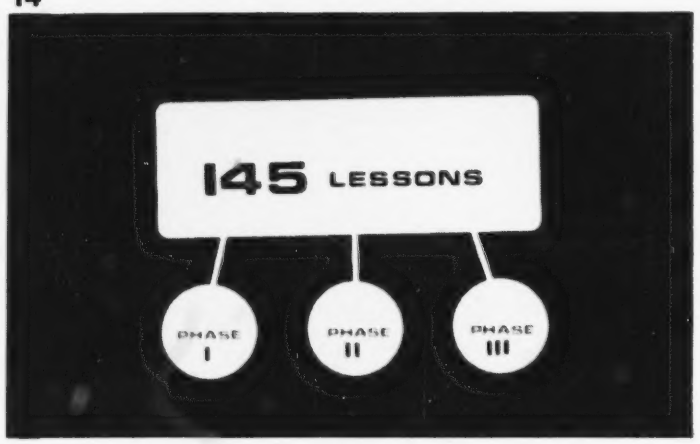
12

These worksheets cover short stories about children who come from similar backgrounds as the students. The story children are involved in activities which the students themselves are familiar with from their own home environments.

13

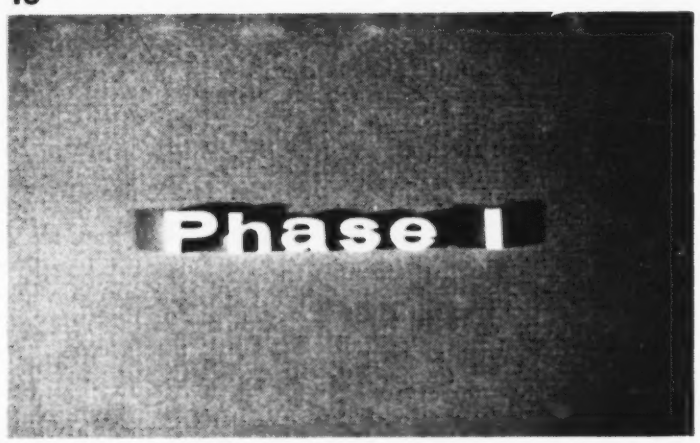
Lesson concepts are taken from five readiness areas – associative vocabulary, aural discrimination, visual discrimination, left to right progression, and listening. Each lesson presents concepts from only one area. The total lesson time is approximately ten minutes. This takes into account the short attention span of entering culturally divergent children.

14



The RRR lessons, designed to provide necessary readiness skills and some arithmetic fundamentals, are divided into three phases.

15



In the first phase, tangible rewards such as toys are used to motivate and maintain desired behaviors.

SWCEL Storyboard **VISUAL** | Camera 1 / 2 / 3 / 4 / Audio | RRR Overview pg.6 **SCRIPT**

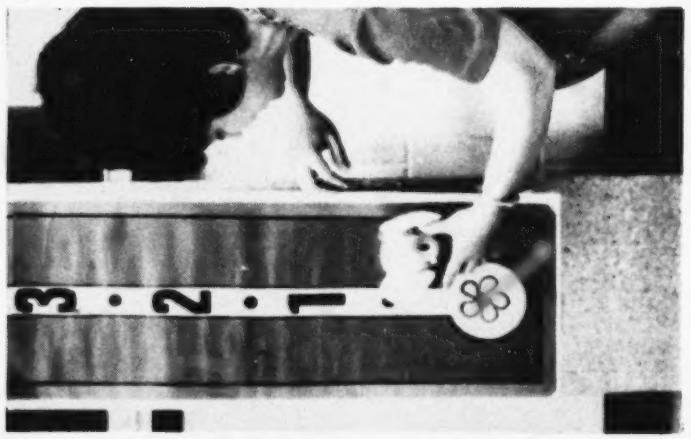
16

Rewards are given for acceptable group performance after each lesson is completed. Since rewarding individuals in a competitive situation is not highly prevalent among cultural minorities, rewards are always given on a group basis.

17

At the beginning of each lesson the teacher shows the children the level of performance they must attain as a group in order to receive their rewards. To do this, she uses a toy mouse which she moves to the appropriate point on a cardboard clock. Once the teacher has shown the class the criteria they are expected to reach,

18



the mouse goes back to the zero position. Then, after the lesson is completed, the teacher moves the mouse to the level of the average group performance.

SWCEL Storyboard **VISUAL** | Camera 1 2 3 4 | Audio | RRR Overview pg. 7 **SCRIPT**

19

PHASE I
Week 1 - Daily rewards
Weeks 2-8 - Tangible rewards given on alternate days
M T W Th Fri
Week 9 - Rewards every 2 days
Tokens on 3 days
M T W Th Fri

Rewards are administered daily for the first week of lessons. For the next seven weeks (weeks 2-8) rewards are given on alternate days. This schedule is followed by a transitional week (week 9) during which tokens are gradually introduced in place of rewards.

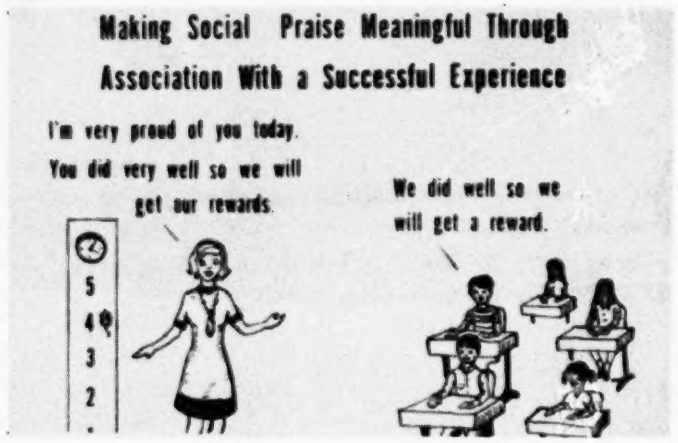
20

Tokens are tangible objects, such as poker chips, which have reinforcing power because they can be exchanged for backup rewards, such as toys.

21

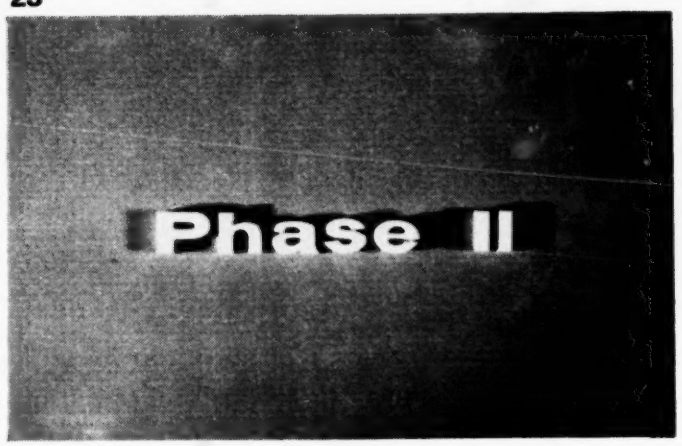
During the transitional week, the children have a choice of rewards on two days. They also have the option of trading their rewards with each other.

22



Throughout all of Phase I, the teacher is encouraged to praise the class for its successful performance in addition to the rewards and tokens received. It is through pairing praise with rewards that the children learn to associate praise with high achievement.

23

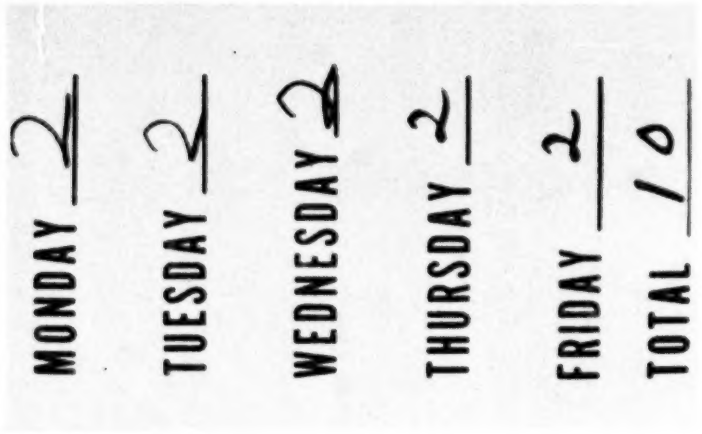


During the second phase of RRR, tokens provide the link between immediate and deferred gratification for culturally divergent children.

24

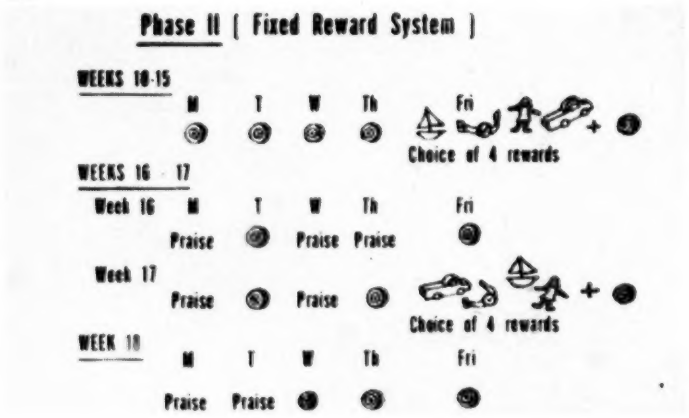
Each teacher receives pocket charts containing 36 pockets. Each child is assigned a pocket with his name on it, where he can keep his tokens. These tokens replace the alternative day rewards schedule,

25



and the teacher records the average number of tokens given to the children each day on a token calendar.

26



For the first six weeks of this phase (weeks 10-15) the children count their tokens and redeem them each Friday for rewards. At this time, the children choose their own rewards from among four different kinds of items.

27

Rewards were selected on the basis of information provided by a study which determined what toys the children like best.

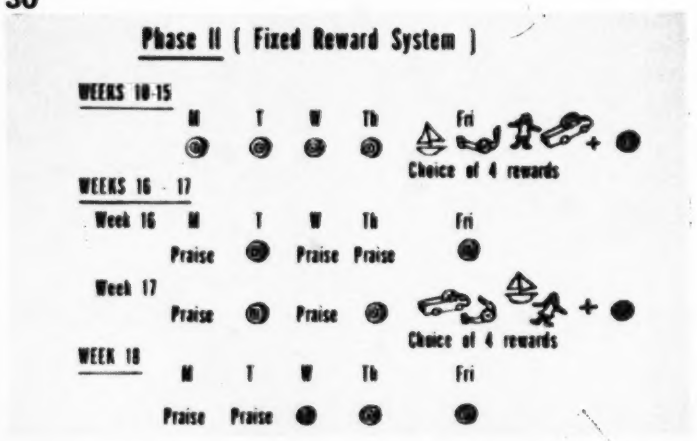
28

In some classrooms, instead of receiving a toy, a child may choose to play with an item from the "high probability" shelf. These items were selected because they are the most desirable toys, usually larger than the individual rewards.

29

If a child chooses an item from the high probability shelf, he plays with it at school rather than taking a reward home.

30



On some days during weeks 16 and 17, praise is used alone as the reinforcement for achievement. Also, rewards are now distributed at the end of a two, rather than a one week period. Tokens earned during the two weeks are exchanged for the rewards. During week 18, the children only receive tokens on three days. This is the final transitional week in Phase II.

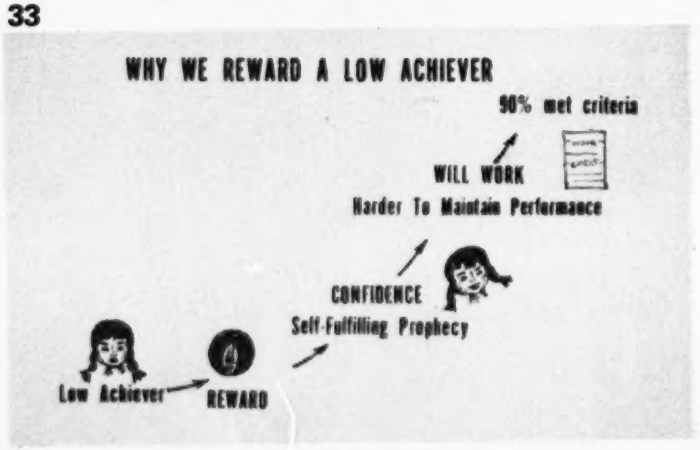
31

Substituting tokens for external rewards in Phase II is a big step on the way to internal motivation for learning.

32

Phase III of the RRR program involves a gradual withdrawal of rewards on a predetermined schedule.

33



Tokens and backup rewards are progressively tapered off as the child gains confidence and begins to work through internal motivation and conventional means of praise.

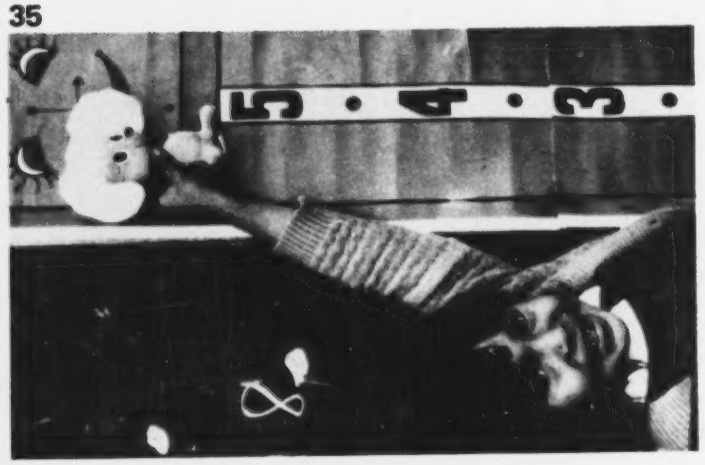
SWCEL Storyboard **VISUAL** | Camera 1 2 3 4 | Audio | RRR Overview pg. 12 **SCRIPT**

34

EXTERNAL INCENTIVE PRODUCES
OPTIMAL MOTIVATION
GREATER ATTENTION - COULD ABLE TO DIGEST
MATERIAL PRESENTED IN A SHORT TIME
HIGH PERFORMANCE SCORES
100% class average

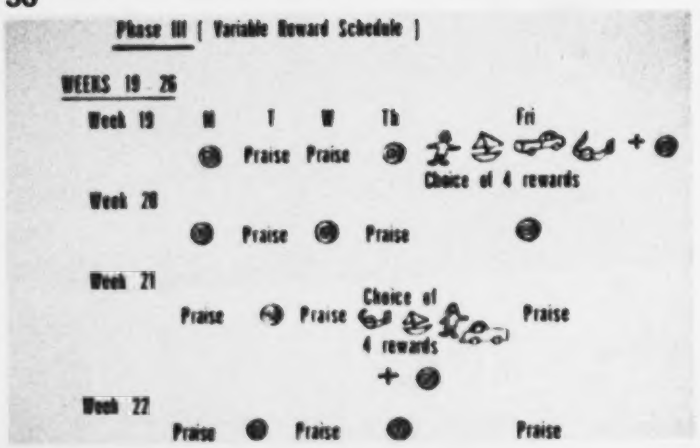
Emphasis is placed both on the child's increased attention and on his daily performance.

35



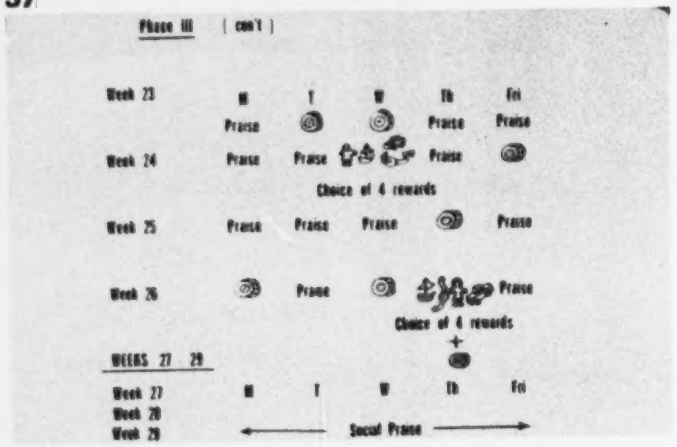
For all of Phase III, the teacher continues using the mouse and the clock to establish criteria.

36



During Phase III the children receive rewards on four random occasions, two in weeks 19 and 21;

37

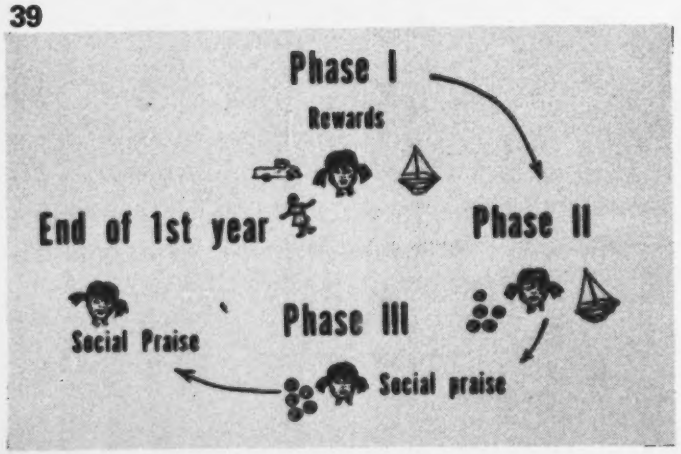


the other two in weeks 24 and 26. At these times, the children are allowed to choose their rewards from a selection of four toys. During the final three weeks, (weeks 27-29) the children are weaned off extrinsic rewards entirely, and only receive conventional classroom reinforcement.

38

Praise is most important at this point for it becomes an important means of reinforcement for the child.

39



By the end of the program, the children should have successfully moved from external to internal motivation. Thus, performance can be maintained through the child's own motivation and the teacher's conventional means of praise.

SWCEL Storyboard **VISUAL**

Camera 1 2 3 4 | Audio

RRR Overview pg.14 **SCRIPT**

40

By the time these children have completed their first year in school, they no longer need tangible objects as sources of motivation to succeed.

END

GENERAL QUESTIONS REGARDING REINFORCEMENT AND THE MANAGEMENT SYSTEM

The following material contains questions most often asked about the use of the management system. A discussion should be built around the questions, following the RRR slide tape presentation. The discussion leader should introduce each question and let the dialogue run until some approximation of the correct response is emitted.

1. **Can a reinforcement program be used in other areas?**

   Reinforcement (in the form of tangible rewards) has been found effective in motivating and maintaining desired behavior. Prior to the development of the Reinforced Readiness Requisites program, related studies were conducted in mathematics and attending behavior. In the math project the children began to work harder and enjoy working for their rewards. They manifested a cooperative spirit and those in the middle group worked harder at attaining the goal. The teachers felt the rewards were effective. Thus, it can be seen that reinforcement can be effective in motivating and maintaining performance in other areas of the curriculum.

2. **Can the teacher use the same rewards given for the RRR lessons as a means of maintaining discipline and attention?**

   The objective of the reward procedure is to orient culturally divergent children toward successful achievement. Rewards are to be used to motivate and reinforce desired behaviors. If they are used to enforce discipline, their true purpose can be negated. The rewards are supposed to be related to the pleasant experience of success and not to be withheld as a form of punishment. By withdrawing rewards for bad behavior, the child could see the program as a threat and as punishment. The teacher should use another type of procedure to maintain discipline and attention in her classroom.

3. **Do the children know their individual scores?**

   The RRR program is a group activity. In all phases, the whole class must reach criterion in order to be rewarded. This is done primarily because most culturally divergent children dislike competing with their peers and are often ostracized for competitive behavior. Culturally divergent children tend to work cooperatively. Many times they help each other choose the correct answer so the class can reach criterion. Instead of informing the children of their scores, it is better to reward all of them and withhold the information. In this way all will feel confident, and work harder to maintain a high level of performance.

4. **Should the teacher present the lessons at a regularly scheduled time?**

   The lessons can be presented at any time during the day at the discretion of the teacher. Since the children are highly motivated by the rewards and the lessons are of a short duration, there should not be a problem in scheduling the lessons. The teacher may find that a certain time is more convenient. However, the rewards should be given immediately after the completion of the lesson. It is important to help link praise with the reward in an effort to make praise meaningful. It is also important to associate rewards with high performance; this can be done only if the children are reinforced immediately. Regardless of the concept taught, the teacher should consider the possibility of being able to reward the children immediately.

5. **Aren't you punishing the children by not giving them a reward if they do not reach criteria?**

   Attainment of criteria is essential to the RRR program because it signifies a high performance level of work. One objective is to motivate the children to work at their optimal level. Failure to meet criteria is typically followed by a high level of performance on a subsequent lesson. Verbal degradation should never be used if a class does not perform adequately. If the class fails to reach criteria for at least two days during the week, the criteria may be too high. In this case, the criteria should be lowered according to the procedure described in the teacher's manual.

6. **What happens in the second grade?**

   Although the program does not carry through to the second grade, it is designed to have the children incorporate intrinsic motivation into their reward system by the end of the second phase. By the end of first grade, extrinsic rewards are no longer needed because the intrinsic reward of self-satisfaction and praise have become a part of the child's reinforcement system. Thus, by the second grade the child has moved from external to internal rewards and is ready to perform at a high level without reliance upon extrinsic sources of motivation.

7. **Do the slow learners get teased by the rest of the class?**

   Helping another child during a test is a common occurence among culturally divergent children in the RRR program. Cooperation is a reflection of their life style. Consequently, what the teacher assumes is cheating shouldn't be treated very harshly when they first enter school. This behavior will stop once the slower child achieves as well as the rest of the class. The individual child should not be singled out in front of the class and scolded. It would be advisable to speak to the whole class about cheating to explain why it is not helpful in learning the material, rather than ostracizing one child.

8. **What if the children admonish a slow learner?**

   Observations of culturally divergent classrooms using the RRR program show that slower learners, instead of being admonished, are helped by the brighter children. The reason is that, since rewards are given for group achievement, the children tend to help the slower ones so group criterion is achieved. Teasing or admonishing a slow learner is more apt to occur among middle majority children who have been highly reinforced for their competitive endeavors. If children do admonish the slow child for poor performance on the diagnostic test, the teacher should collect each paper rather than allowing the children to retain them.

INTRODUCTION AND RATIONALE FOR PAIRED PRACTICE

Field observations appear to indicate that presentations of cognitive RRR skills (e.g., appropriate procedural sequencing) have left a deficit in the teachers' understanding of the phenomena being discussed. The assumption that fragmentary lectures and discussions of critical RRR behaviors would somehow transfer to the classroom was not substantiated by our observations. Apparently, some of the essential skills which the teacher must acquire to make the program maximally efficient and effective have not been assimiliated. It is essential for the teacher to carry out the program's instructional design in order to secure optimal pupil success.

Paired practice is an instructional technique which is frequently utilized to build in desirable behavior through active teacher participation, thereby maximizing appropriate transfer from the learning environment to the classroom. Generally, paired practice techniques place greater emphasis upon the modification of overt behaviors, e.g., error in procedural sequence, optimal time for reinforcement, etc., than upon changing attitudes or beliefs.

Objectives:

Given a paired practice session on procedural steps, the participant will perform each procedural step in sequence while teaching a lesson.

Given a paired practice session on procedural steps, participants who are not teaching the lesson will demonstrate recognition of each procedural step by placing a checkmark on the observation sheet adjacent to each step as it is completed.

Given a paired practice session on verbal reinforcement, the participant will demonstrate verbal reinforcement (+) in three of the nine procedural categories (establishing criteria, confirmation of criteria and rewards).

Given a paired practice session on nonverbal reinforcement, the participant will demonstrate one example of non-verbal reinforcement during three of the procedural categories.

The greatest utility of paired practice would occur in the following areas:

a. installation of appropriate procedure during daily lessons, and;
b. optimal times for verbal and non-verbal praise.

PAIRED PRACTICE FOR RRR

Now we are going to split into pairs to practice teaching some Triple R lessons. This method is called paired practice. Each person will choose a partner. One will play the role of the teacher, the other will be the children in the class. A third person will check the "teacher's" performance on the reinforced readiness requisites observation schedule which is attached, and explain the following lesson procedure.

The reason for paired practice is to give everyone who plays the role of the teacher an opportunity to practice the lessons' procedural steps. These steps are the same for each of the 145 Triple R lessons. The teacher also will be marked on the verbal and non-verbal reinforcement she uses during each step. Reinforcement is to be practiced so that its use will become meaningful to the culturally divergent child. A third participant will check each time that reinforcement is used.

Each participant should review the procedural steps and the lesson content to be taught before paired practice begins. When the first session is finished, roles should be switched so everyone has an opportunity to play the teacher's role. This will give each partner the opportunity to practice a lesson.

Before we begin paired practice, a film will be presented to show a model of each of the procedural steps and how a teacher uses reinforcement.

INSTRUCTIONS FOR RRR PAIRED PRACTICE

To the "Teacher"

1. Read through the procedural steps for the RRR lesson.
2. Read the lesson you will teach.
3. Remember to use reinforcement throughout the lesson.
4. Begin teaching the lesson by "Establishing Criteria."
5. Proceed step by step through the lesson until you have completed the whole lesson.
6. Read all the instructions in capitalized letters aloud to the "pupil."
7. Perform all the actions of the teacher (such as holding up card A and tracing each figure.)
8. Remember to include all the written instructions.
9. Remember to include such steps as Grade and Collect Papers, Confirmation of Performance, and Rewards after the test procedure.

To the "Pupil"

1. Say and do only what the "teacher" tells or shows you to do.
2. Do not "try" to make errors. This is only to practice the procedural steps and the use of reinforcement.
3. Perform all the activities for the "pupil" such as taking the test.

To the "Supervisor"

1. View the paired practice session very carefully.
2. Put a mark in the appropriate box each time the "teacher" finishes completing a procedural step.
3. Put a check mark in the appropriate box each time the "teacher" uses verbal or non-verbal reinforcement during each step.

To the Paired Practice Partners

Change roles after you have finished the lesson. The participant who was the "teacher" will now be the "pupil" and vice versa. This will give each participant a chance to practice presenting a lesson.

PHASE I

1. ESTABLISH CRITERIA

a. Teacher walks over to clock and mouse.
b. Teacher shows children how high mouse will go if they get all correct.
c. Teacher shows children how high mouse will go if they reach the criterion.
d. Teacher moves mouse down to zero.

2. STATING THE PURPOSE FOR THE CHILD

3. SUGGESTED PRELIMINARY ACTIVITY

4. PRESENTATION

a. Teacher holds up stimulus card A.
b. Teacher describes stimulus card A.
c. Teacher holds up stimulus card B.
d. Teacher describes card B.

5. REPRESENTATION

a. Teacher says, "Watch again."
b. Teacher holds up stimulus card A.
c. Teacher repeats statement.
d. Teacher holds up stimulus card B.
e. Teacher repeats statement.

6. EXAMPLE CARD

a. Teacher holds up example card, which includes 3 choices.
b. Teacher says, "Watch me. Mark the _____ ."
c. Teacher puts an "X" through correct choice.

7. PASS OUT WORKSHEETS

a. Teacher gives each child a worksheet consisting of 5 rows; 2 or 3 choices per row.
b. Teacher tells children to put names on worksheet.
c. Teacher tells children to take out their cover sheets.

8. FILL OUT WORKSHEETS

a. Teacher tells children to cover all rows except Row 1.
b. Teacher, reading from notebook, tells children what to mark.
c. Children put an "X" through correct answers.
d. Teacher tells children to move cover sheet down to Row 2.
e. Teacher, reading from notebook, tells children what to mark.
f. Children put an "X" through correct response.
g. Teacher tells children to move cover sheet down to Row 3.
h. Teacher, reading from notebook, tells children what to mark.
i. Children put an "X" through correct response.
j. Teacher tells children to move cover sheet down to Row 4.
k. Teacher, reading from notebook, tells children what to mark.
l. Children put an "X" through correct response.
m. Teacher tells children to move cover sheet down to Row 5.
n. Teacher, reading from notebook, tells children what to mark.
o. Children put an "X" through correct response.

9. GRADE-COLLECT PAPERS

a. Teacher walks around room grading each child's paper.
b. As she grades each paper she collects it.
c. The teacher keeps grading the papers to see whether or not the criteria was reached.
d. Even if she reaches the criteria, she still checks the rest of the class so no child feels left out.

10. CONFIRM PERFORMANCE IN TERMS OF CRITERIA

a. If the criteria is reached, the teacher commends the students on how well they have all done.
b. Teacher moves mouse up the clock to the achieved level of performance, once again administering social praise.

11. REWARDS

a. Children receive a reward and social reinforcement daily if they reach criterion.
b. During the second week, rewards will be administered every other day. On the days rewards are not scheduled, the teacher will reward the children with social praise.

PHASE II

1. ESTABLISH CRITERIA

a. Teacher walks over to clock and mouse.
b. Teacher shows children how high mouse will go if class gets everything correct.
c. Teacher shows children how high mouse will go if they reach higher criterion.
d. Teacher shows children how high mouse will go if they reach lower criterion.
e. Teacher moves mouse down to zero.

2. STATING THE PURPOSE – TEACHER

3. SUGGESTED TEACHER ACTIVITY

4. PRESENTATION

a. Teacher holds up stimulus card A.
b. Teacher describes stimulus card A.
c. Teacher holds up stimulus card B.
d. Teacher holds up stimulus card B.

5. REPRESENTATION

a. Teacher says, "Watch again."
b. Teacher holds up stimulus card A.
c. Teacher repeats statement.
d. Teacher holds up stimulus card B.
e. Teacher repeats statement.

6. EXAMPLE CARD

a. Teacher holds up example card which includes 3 choices.
b. Teacher says, "Watch me. Mark the _____."
c. Teacher puts an "X" through correct choice.

7. PASS OUT WORKSHEETS

a. Teacher gives each child a worksheet consisting of 5 rows; 2 or 3 choices per row.
b. Teacher tells children to put names on worksheet.
c. Teacher tells children to take out their cover sheets.

8. FILL OUT WORKSHEETS

a. Teacher tells children to cover all rows except Row 1.
b. Teacher, reading from notebook, tells children what to mark.
c. Children put an "X" through correct response.
d. Teacher tells children to move cover sheet down to Row 2.
e. Teacher, reading from notebook, tells children what to mark.
f. Children put an "X" through correct response.
g. Teacher tells children to move cover sheet down to Row 3.
h. Teacher, reading from notebook, tells children what to mark.
i. Children put an "X" through correct response.
j. Teacher tells children to move cover sheet down to Row 4.
k. Teacher, reading from notebook, tells children what to mark.
l. Children put an "X" through correct response.
m. Teacher tells children to move cover sheet down to Row 5.
n. Teacher, reading from notebook, tells children what to mark.
o. Children put an "X" through correct response.

9. GRADE-COLLECT PAPERS

a. Teacher walks around room grading each child's paper.
b. As she grades each paper, she collects it.
c. The teacher keeps grading the papers to see whether or not the higher criterion was reached.
d. Even if she reaches the higher criterion she still checks the rest of the class so no child feels excluded.

10. CONFIRM PERFORMANCE IN TERMS OF CRITERIA

a. If either criterion is reached, the teacher commends the children on how well they have done.
b. Teacher moves mouse up the clock to the achieved level of performance, once again administering social praise.

11. REWARDS

a. After each lesson, the children receive a token(s): 1 token for lower criterion; 2 tokens for higher criterion.
b. Children put their tokens in their pocket chart; one pocket assigned to each child.
c. On Friday, the children redeem their accumulated tokens.
d. The teacher displays the rewards.

e. Teacher tells children if they have five or more tokens they can select one toy.
f. Children are sent to pocket charts to get their tokens.
g. Children redeem their tokens. One row of children after the other take tokens out of their pockets and approach the teacher's desk for rewards.
h. Children return to their seats with their rewards.

PHASE III

1. ESTABLISH CRITERIA

a. Teacher walks to clock and mouse.
b. Teacher shows children how high mouse will go if they get everything correct.
c. Teacher shows children how high mouse will go if they reach higher criterion.
d. Teacher shows children how high mouse will go if they reach lower criterion.
e. Teacher moves mouse down to zero.

2. STATING THE PURPOSE

3. SUGGESTED PRELIMINARY ACTIVITY

4. PRESENTATION

a. Teacher holds up stimulus card A.
b. Teacher describes stimulus card A.
c. Teacher holds up stimulus card B.
d. Teacher describes stimulus card B.

5. REPRESENTATION

a. Teacher says, "Watch again."
b. Teacher holds up stimulus card A.
c. Teacher repeats statement.
d. Teacher holds up stimulus card B.
e. Teacher repeats statement.

6. EXAMPLE CARD

a. Teacher holds up example card, which includes 3 choices.
b. Teacher says, "Watch me. Mark the _____."
c. Teacher puts an "X" through correct choice.

7. PASS OUT WORKSHEETS

a. Teacher gives each child a worksheet consisting of 5 rows; 2 or 3 choices per row.
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c. Teacher tells children to take out their cover sheets.

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a. Teacher tells children to cover all rows except Row 1.
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h. Teacher, reading from notebook, tells children what to mark.
i. Children put an "X" through correct response.
j. Teacher tells children to move cover sheet down to Row 4.
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l. Children put an "X" through correct response.
m. Teacher tells children to move cover sheet down to Row 5.
n. Teacher, reading from notebook, tells children what to mark.
o. Children put an "X" through correct response.

9. GRADE-COLLECT PAPERS

a. Teacher walks around room grading each child's paper.
b. As she grades each paper, she collects it.
c. The teacher keeps grading the papers to see whether or not the higher criteria was reached.
d. Even if she reaches the higher criteria, she still checks the rest of the class so no child feels excluded.

10. CONFIRM PERFORMANCE IN TERMS OF CRITERIA

a. If either criteria is reached, the teacher commends the children on how well they've done.
b. Teacher moves mouse up the clock to the achieved level of performance, once again administering social praise.

11. REWARDS

a. Tokens and rewards are distributed on a random scale. Therefore, the children must be reminded that they must work hard every day because they don't know when or if they will receive tokens.
b. On the day they receive tokens, children will put them in their assigned pocket chart.
c. At the end of a random period, the children redeem their accrued tokens.
d. Teacher tells children that only if they accumulate five or more tokens can they receive a reward.
e. Children are sent to pocket charts to get their tokens.
f. Children redeem their tokens.
g. Children return to seats.

REINFORCED READING READNIESS REQUISITES OBSERVATION SCHEDULE

Reinforced Readiness Requisites (RRR) observation edule has been developed as a training and assessment ice for:

1. Teachers who will administer the RRR Program in their classrooms,
2. Quality Assurance Specialists who will observe and advise teachers in the administration of RRR in their classrooms,
3. SWCEL program developers as a feedback device.

plications for Teachers

cause of the nature of the RRR Program, it is helpful for chers to follow specific procedures in their instruction ile administering the lessons and rewards. Ascribed proceres must be followed to achieve the broad terminal goals ted below:

1. Children will progress from dependence on tangible sources of motivation to a capacity for self-reinforcement so that accomplishment and pride in their work will be sufficient to sustain a high level of performance.
2. The child will show an increased ability to defer gratification.
3. The child will become increasingly more responsive to the teacher's praise and approval.

uring institute training sessions, the RRR observation schele will be used to evaluate paired practice. It also will be sed by the Quality Assurance Specialist when he observes achers teaching RRR in their own classrooms. Teachers will e able to discuss specific behaviors with the QAS if it appears eneral prescriptive measures are needed.

mplications for Quality Assurance Specialists

he RRR observation schedule will be used as a training device or Quality Assurance Specialists during their institutes (via aired practice). Later the QAS will observe teachers teaching RR and will use the schedule as a guide for diagnosing nstruction of the RRR lessons.

mplications for SWCEL

WCEL program developers are constantly assessing the ffectiveness of the RRR Program. Feedback from teachers nd Quality Assurance Specialists is essential to maintaining rogram quality. The RRR observation schedule, when used as diagnostic instrument by the Quality Assurance Specialists, lso will be useful to the RRR Program developers in assessing rogram needs such as are specific lessons too difficult for certain children?; too easy?; how many pupils participated in each lesson?; how long does it take to teach specific lessons in the classroom?; etc.

The RRR lessons have been thoroughly pilot tested, but monitoring is essential to the successful implementation of the program.

SHOW TRANSPARENCY # 18

Procedures for Using the Observation Schedule

There are nine categories of teacher behaviors essential to the correct administration of the RRR lessons. They are listed on the left side of the observation schedule and are to be checked (✓) by the observer in the box immediately to the right as soon as he sees them occur. We do not know what teacher behaviors such as touching, smiling, warning, etc. facilitate pupil learning, but such information is needed. Specific categories of teacher behaviors are listed horizontally at the top of the observation schedule. These are to be tallied by the observer immediately to the left of the prescribed teacher behaviors each time they occur. For example, if a teacher praises an individual or the class, a tally should be placed in the box headed Prsng. (praising) immediately to the right of the major category of RRR administration. If a teacher frowns at a pupil while she is holding up the stimulus card, a tally should be placed in the box headed frowning, directly across from the category **PRESENTATION – T. holds up stimulus card.**

Definitions of Behaviors

The following teacher behaviors in administering the RRR lessons are discussed in the Triple R Teacher's Manual. The manual should be referred to for answers to questions which arise about correct administration procedures of:

1. ESTABLISH CRITERIA	SHOW TRANSPARENCY #19
2. PRESENTATION	
3. REPRESENTATION	
4. EXAMPLE CARD	SHOW TRANSPARENCY #20
5. DISTRIBUTION	
6. DISTRIBUTION TIME	
7. ADMINISTRATION	
8. GRADE AND COLLECT PAPERS (Note: Some teachers prefer to have the pupils keep their papers in their workbooks; so collection of papers may not be observed.)	SHOW TRANSPARENCY #21
9. CONFIRM	
10. REWARDS	

The following teacher behaviors are recorded each time they occur, and are defined in the following ways:

SHOW TRANSPARENCY #22 & #23

Enc. rmk. (encouraging remark). For example, the teacher says, "You did a good job yesterday, and I know you will do even better today." "Come on class, let's see if we can get Joey to the top of the clock."

Prsng. (praising). The teacher may say, "That's good, fine." "Very good." "Excellent."

Warning. The teacher must state verbal consequences. "You had better not poke Mary Jane with that ruler again, Johnny, or I'll send you to the principal." "I'll do more than just talk to you next time, Sam." "Behave yourself or I won't move Joey up the clock."

Spkg. ov. p. noise. (speaking over pupil noise). Teacher raises voice to be heard over individual conversations, rustling of papers, movement about the room, pupil movement. She does not comment on the noise or wait for the noise to subside.

Smlg. (smiling). Teacher smiles at an individual or group.

Tchg. (touching). Teacher touches pupil or pupil touches teacher (pupil may make first move to touch teacher). May be any accidental or intentional physical contact between pupil and teacher.

Frwng. (frowning). This may be either a frown or glare which is or is not accompanied by verbalization. The teacher initiates this action toward an individual or the group.

The following items which appear on the back of the observation schedule should be recorded as soon as possible.

1. Observer's name
2. Teacher's name
3. School
4. Date
5. Number of pupils
6. Lesson number
7. Time lesson begins

The following items which appear on the back of the observation schedule should be recorded immediately at the end of the lesson.

1. Time lesson ends
2. Each and every pupil rewarded. Check Yes or No (If *no,* please comment). Because the RRR is a program designed to be used by teachers for the benefit of *every* pupil in the class, it is essential for teachers, Quality Assurance Specialist, and SWCEL program developers to know if this is not occurring so that remedial measures may be taken.
3. Comments: (Comments may be made about any aspect of the program which it might be beneficial for teachers, Quality Assurance Specialists, and SWCEL program developers to know.) It may be that the lesson was interrupted for some reason. Please record this. It may be that a substitute or a teacher aide is teaching the lesson. Please record this type of information or any other which seems to be pertinent.

RRR OBSERVATION SCHEDULE

Tally below each time the following teacher behaviors occur

Check at right if behaviors below occur:		Verbal Behavior				Non-Verbal Behavior		
		Enc. rmk	Prsng.	Warning	Spkg. ov p. noise	Smlg.	Tchg.	Frwng.
1. ESTABLISH CRITERIA T. stands by clock and mouse T. shows pupils how high mouse will go if they get all correct T. moves mouse down to zero								
2. T. states purpose for child								
3. Suggested T. Activity (only when it occurs in lesson)								
4. PRESENTATION T. holds up stimulus card								
5. RE-PRESENTATION T. says, "Watch again."								
6. EXAMPLE CARD T. says, "Watch me mark the _____."								
7A. DISTRIBUTION P. have appropriate worksheets P. have names on worksheets								
7B. DISTRIBUTION TIME 0-3 minutes 3-5 minutes More than 5 minutes								
8. ADMINISTRATION T. tells pupils to move cover sheet down								
9. GRADE AND COLLECT PAPERS 0-3 minutes 3-6 minutes More than 6 minutes								
10. CONFIRM T. tells pupils if criterion was reached T. moves mouse up clock								
11. REWARDS T. gives out toys T. gives out tokens T. gives social praise None of above occurs								

LESSON

ASSOCIATIVE VOCABULARY SPATIAL RELATIONS

Anticipated Score:
To be established

Additional Materials:
1. Three chairs
2. Three dolls

Objective:

The child will demonstrate his ability to discriminate between concepts such as on, under and behind, by marking the correct picture.

Procedure:

A. **Stating the purpose:** TODAY WE ARE GOING TO LEARN WHEN TO USE THE WORDS ON, UNDER AND BEHIND.

Suggested Preliminary Activity

1. **WATCH ME. Put one doll on the chair. THIS DOLL IS ON THE CHAIR. Point to doll and chair.**
2. **NOW WATCH. Put doll under the chair. THIS DOLL IS UNDER THE CHAIR. Point to doll and chair.**
3. **NOW WATCH. Put doll behind the chair. THIS DOLL IS BEHIND THE CHAIR. Point to doll and chair.**
4. **Place a doll on, under and behind chair. Point to doll and say position. Have children repeat position.**
5. **Place children on, under and behind chairs simultaneously. Point to each child and have class tell position of child.**

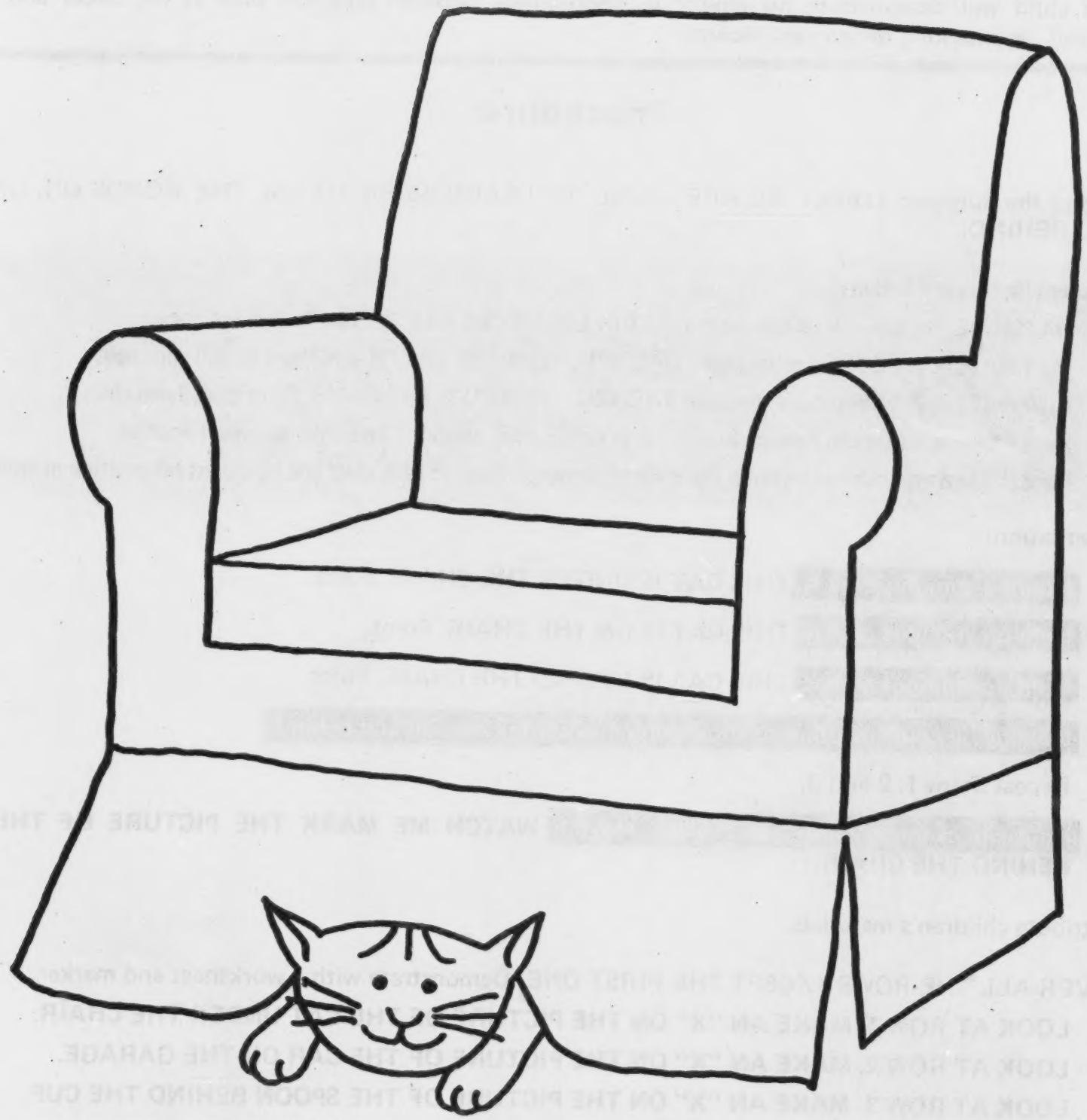
B. **Presentation:**

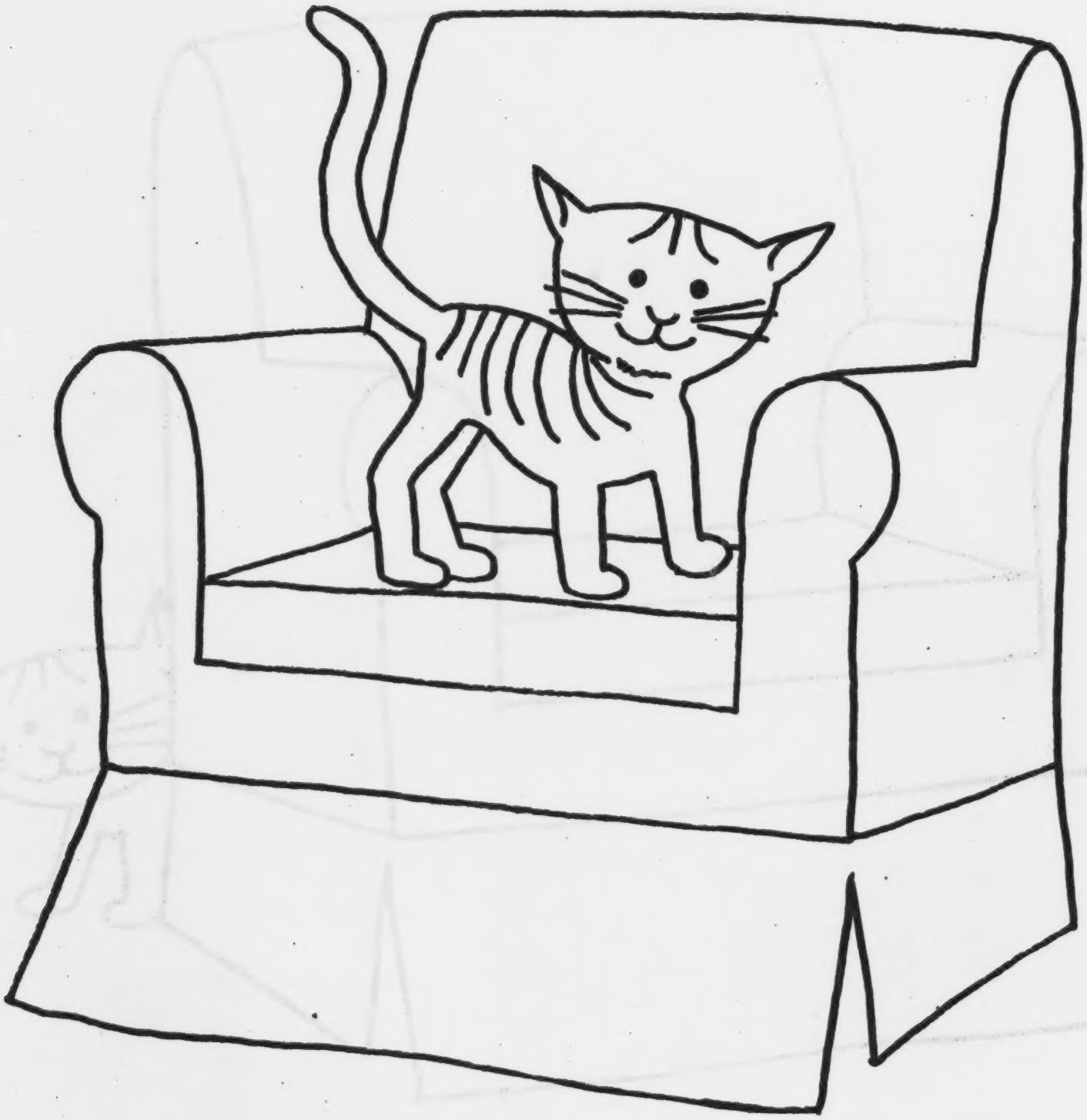
1. Hold up stimulus card A. **THIS CAT IS UNDER THE CHAIR.** Point.
2. Hold up stimulus card B. **THIS CAT IS ON THE CHAIR.** Point.
3. Hold up stimulus card C. **THIS CAT IS BEHIND THE CHAIR.** Point.
4. Hold up all cards together to show comparison of under, on and behind.
5. **Repeat Steps 1, 2 and 3.**
6. Hold up example card and a black crayon. **WATCH ME MARK THE PICTURE OF THE CAT BEHIND THE CHAIR.**

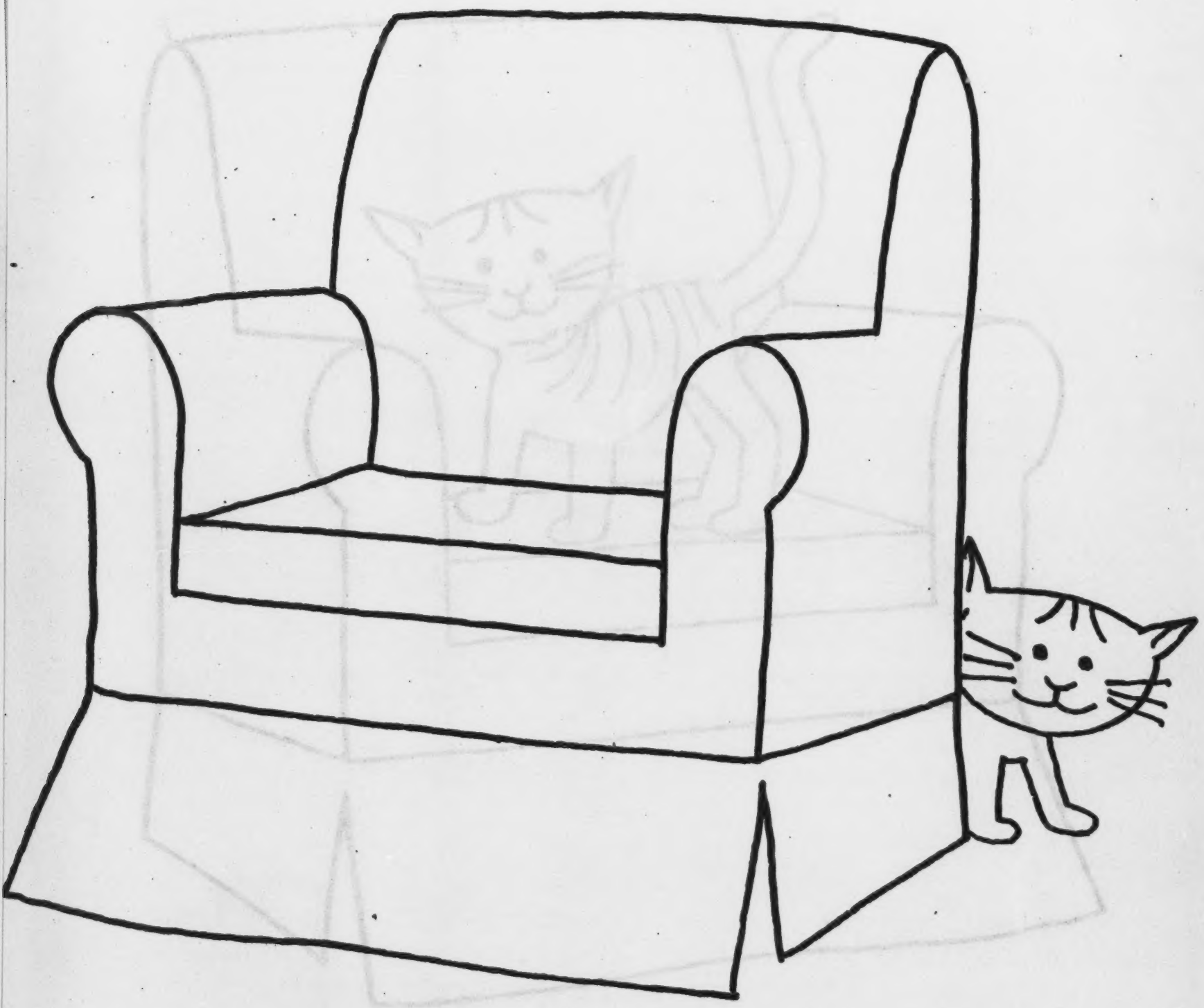
C. **Distribute children's materials.**

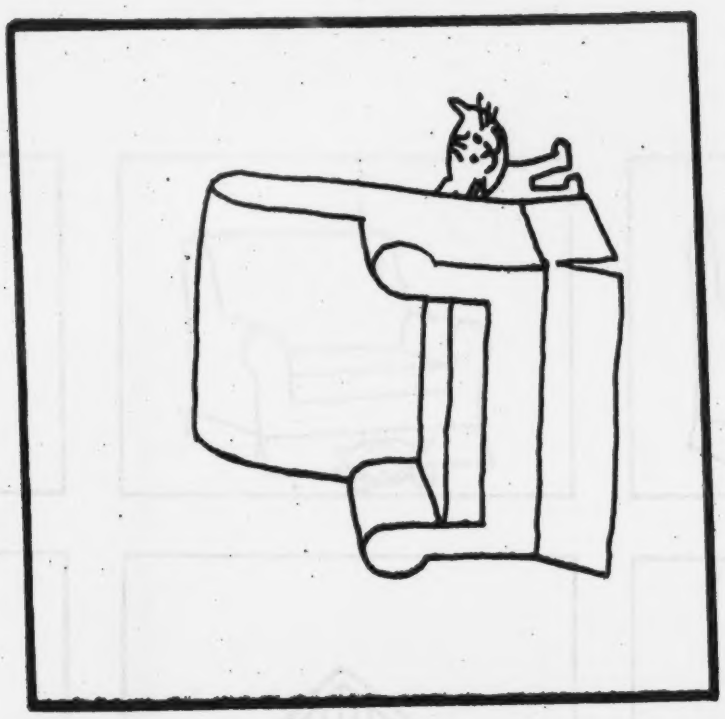
D. COVER ALL THE ROWS EXCEPT THE FIRST ONE. Demonstrate with a worksheet and marker.

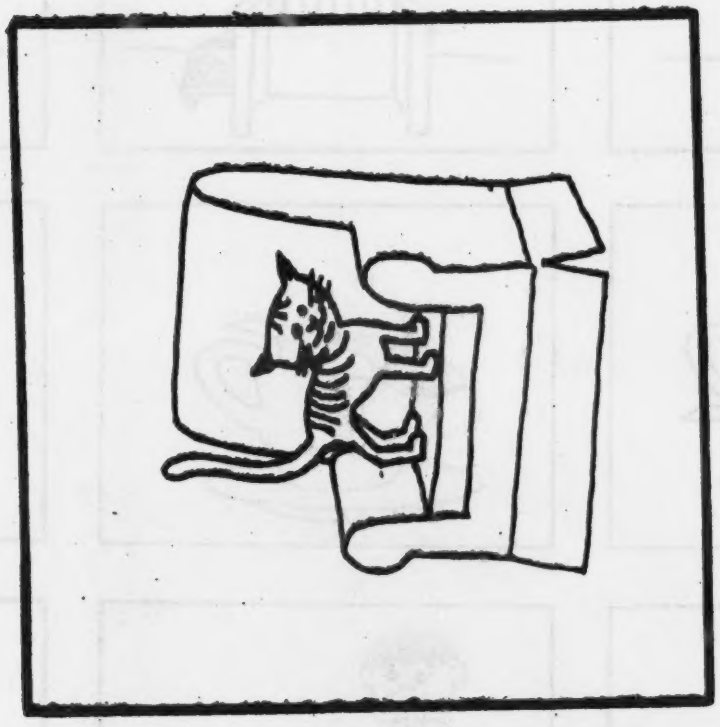
1. **LOOK AT ROW 1. MAKE AN "X" ON THE PICTURE OF THE CAT UNDER THE CHAIR.**
2. **LOOK AT ROW 2. MAKE AN "X" ON THE PICTURE OF THE CAR ON THE GARAGE.**
3. **LOOK AT ROW 3. MAKE AN "X" ON THE PICTURE OF THE SPOON BEHIND THE CUP.**
4. **LOOK AT ROW 4. MAKE AN "X" ON THE PICTURE OF THE BOY BEHIND THE WAGON.**
5. **LOOK AT ROW 5. MAKE AN "X" ON THE PICTURE OF THE GIRL UNDER THE BED.**

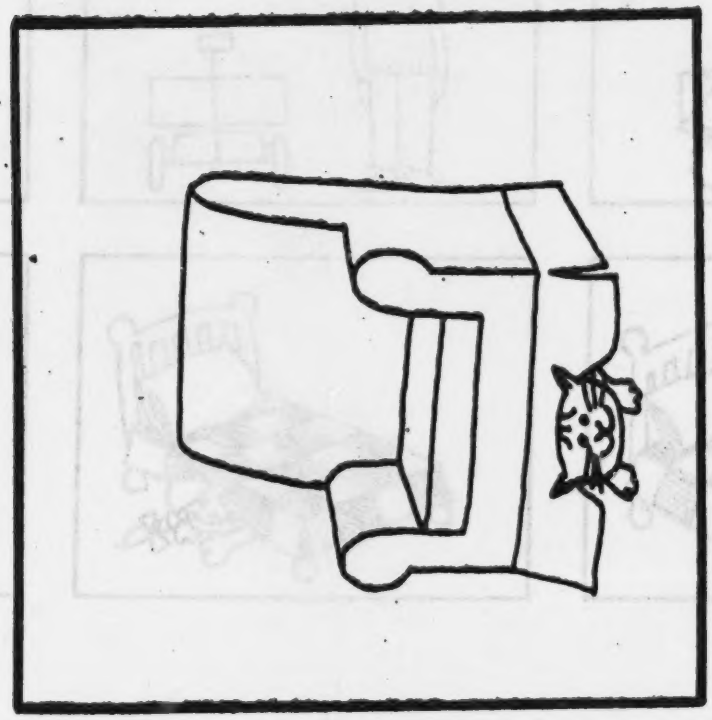












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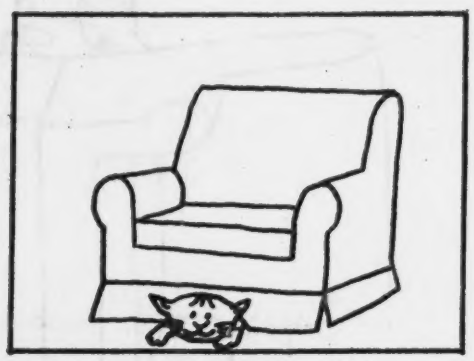

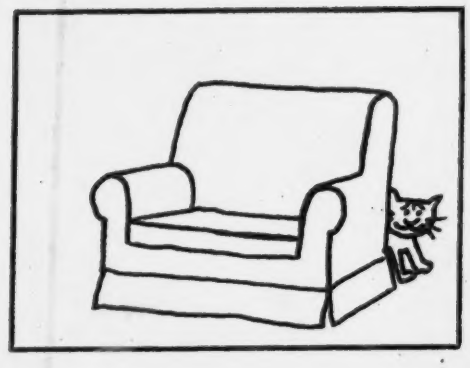

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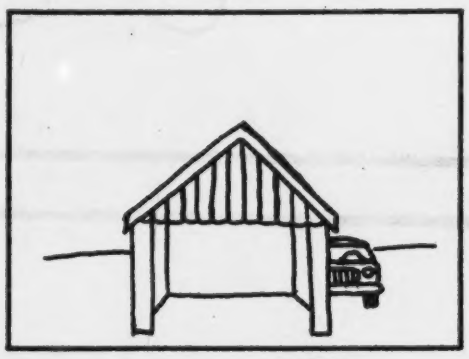

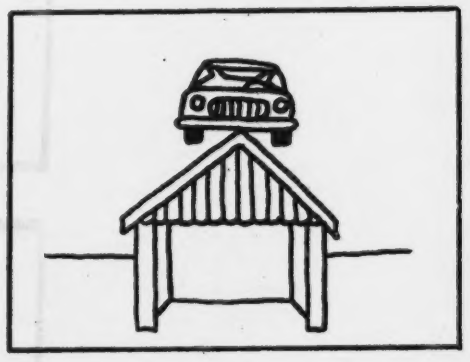

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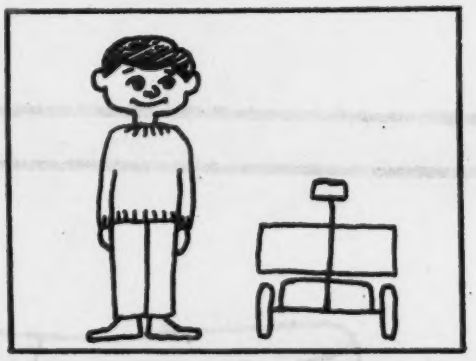

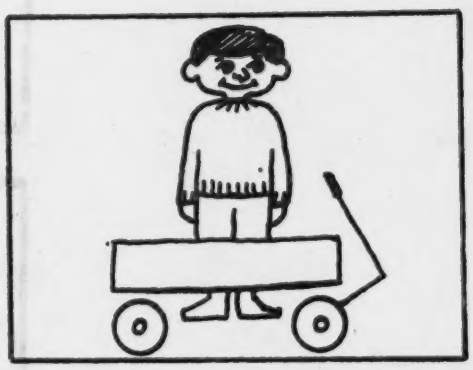

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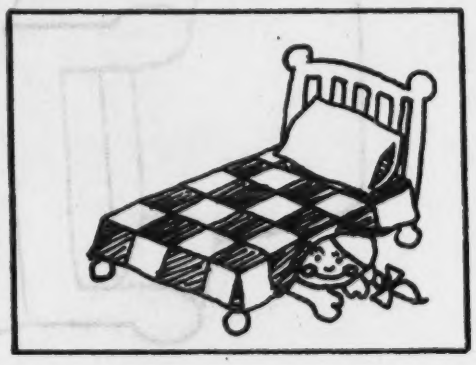
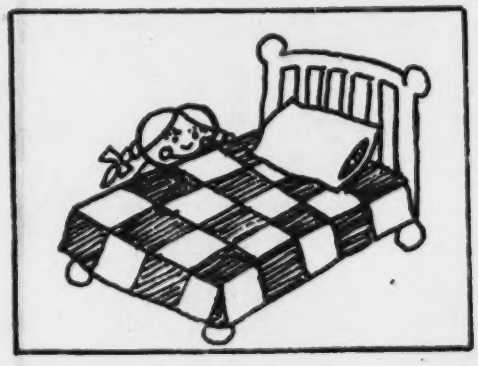




LESSON

ASSOCIATIVE VOCABULARY LONG – LONGER

Anticipated Score:
To be established

Objective:

The child will demonstrate his ability to differentiate between long and longer by marking the correct response.

Procedure:

A. **Stating the purpose:** TODAY WE WILL LEARN THE DIFFERENCE BETWEEN LONG AND LONGER BY SEEING SOME THINGS THAT ARE LONG AND OTHERS THAT ARE LONGER.

Suggested Preliminary Activity

1. Choose two girls in the class with different lengths of long hair.
2. BOTH OF THESE GIRLS HAVE BEAUTIFUL HAIR. Point to hair of girl and say, THIS GIRL'S HAIR IS LONG. IT GREW DOWN TO HERE.
3. Point to girl with longer hair and say, THIS GIRL'S HAIR IS LONG TOO. IT GREW DOWN TO HERE. THIS GIRL'S HAIR IS LONGER.
4. Point to the different lengths of hair to show the difference between long and longer.

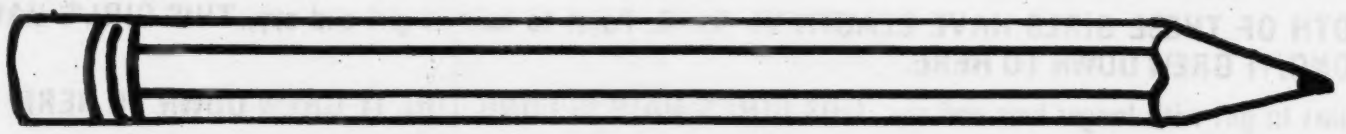
B. **Presentation:**

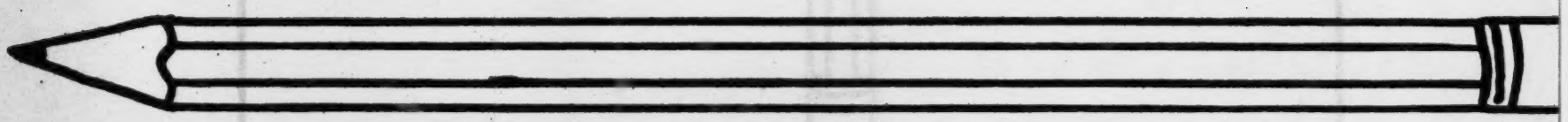
1. Hold up stimulus card A. **THIS PENCIL IS LONG.** Trace length of pencil with finger.
2. Hold up stimulus card B. **THIS PENCIL IS LONG.IT IS BIGGER THAN THAT ONE.** Trace length of pencil with finger. **THIS PENCIL IS LONGER.** Hold up both cards together to show a comparison.
3. Repeat Steps 1 and 2.
4. Hold up example card and black crayon. **WATCH ME MARK THE LONGER PENCIL.** Make an "X" on the longer pencil, holding up the example card so the children can see it.

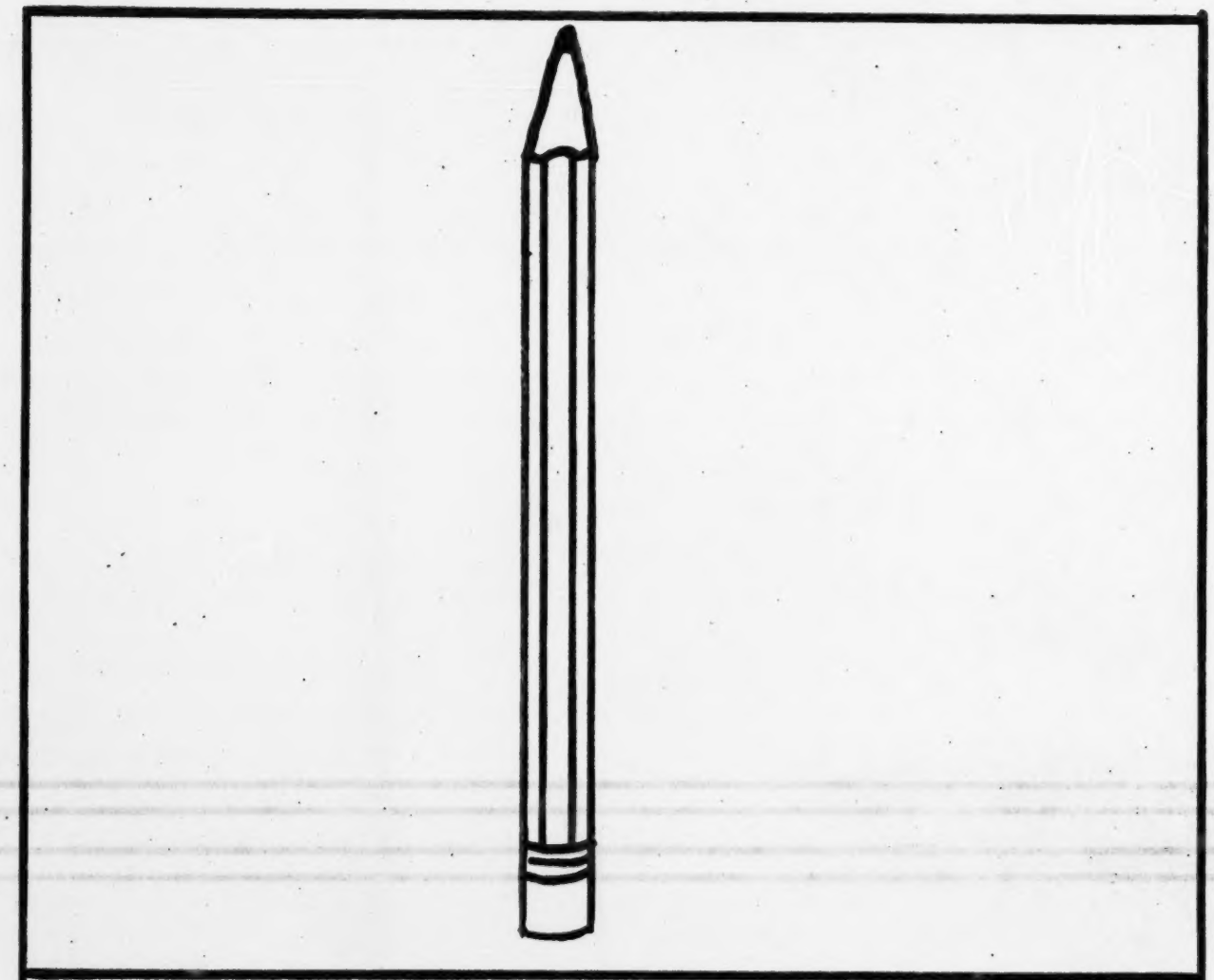
C. Distribute children's materials.

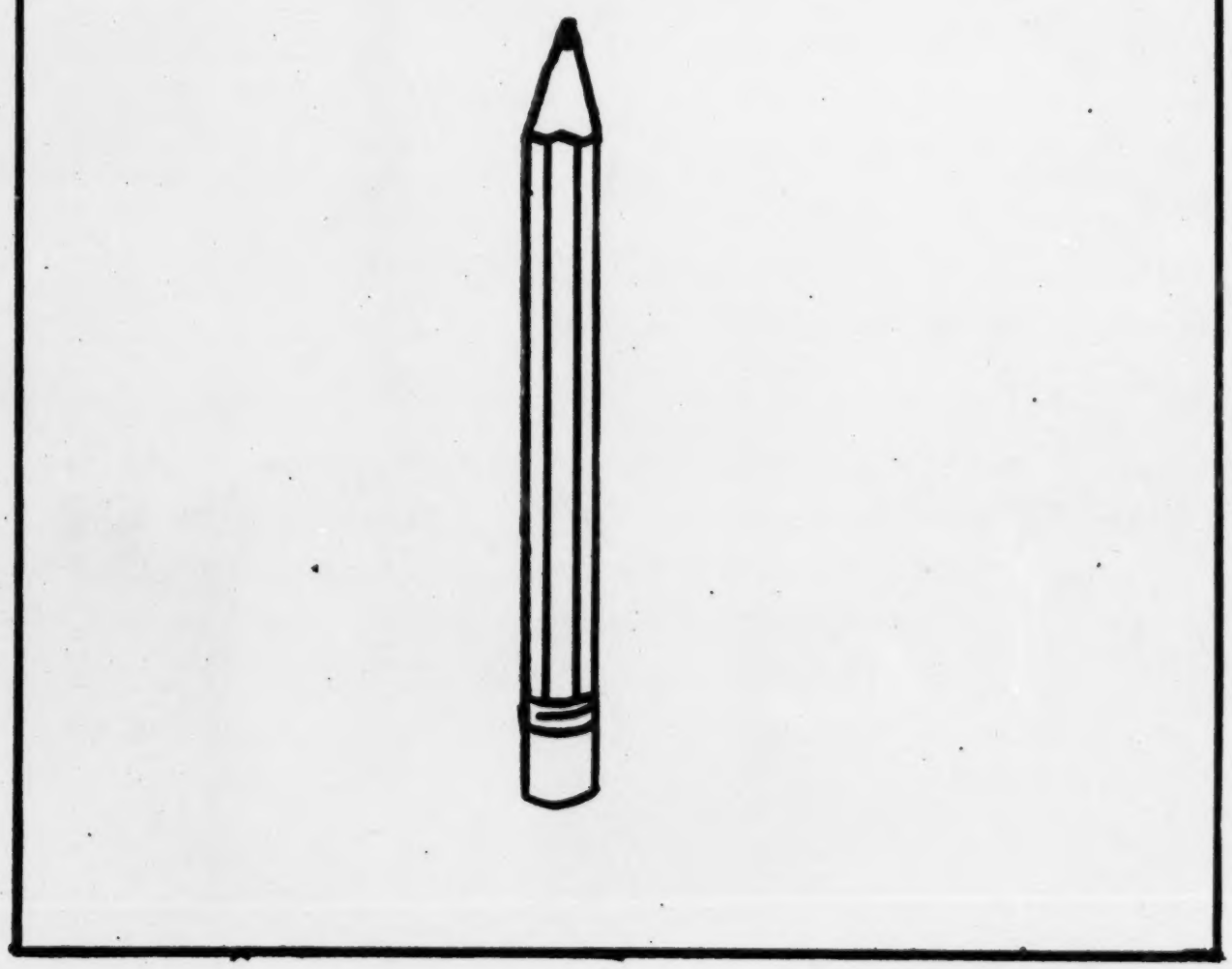
D. COVER ALL THE ROWS EXCEPT THE FIRST ONE. Demonstrate with a worksheet and marker.

1. LOOK AT ROW 1. MAKE AN "X" ON THE GIRL WEARING THE LONGER DRESS.
2. LOOK AT ROW 2. MAKE AN "X" ON THE LONGER CRAYON.
3. LOOK AT ROW 3. MAKE AN "X" ON THE LONGER SNAKE.
4. LOOK AT ROW 4. MAKE AN "X" ON THE LONGER CAR.
5. LOOK AT ROW 5. MAKE AN "X" ON THE LONGER LINE.









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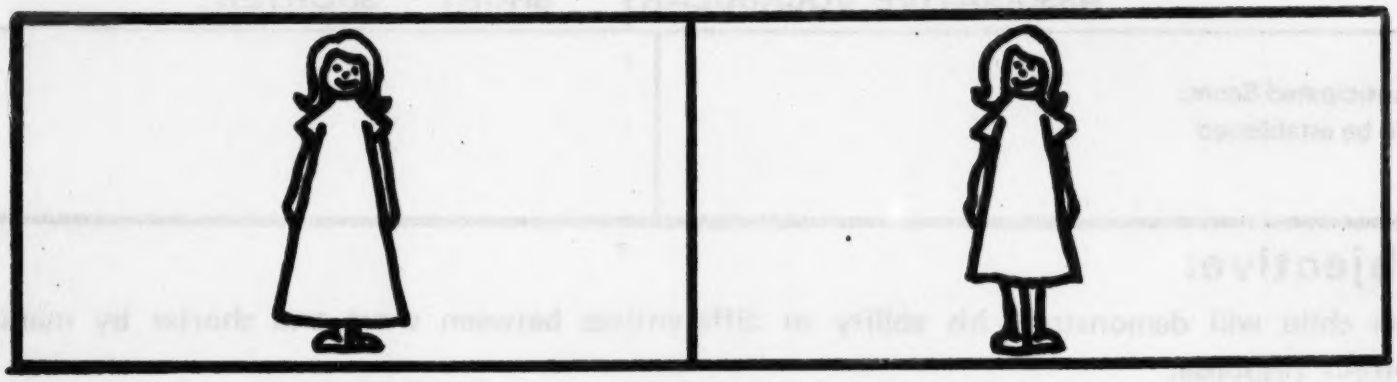

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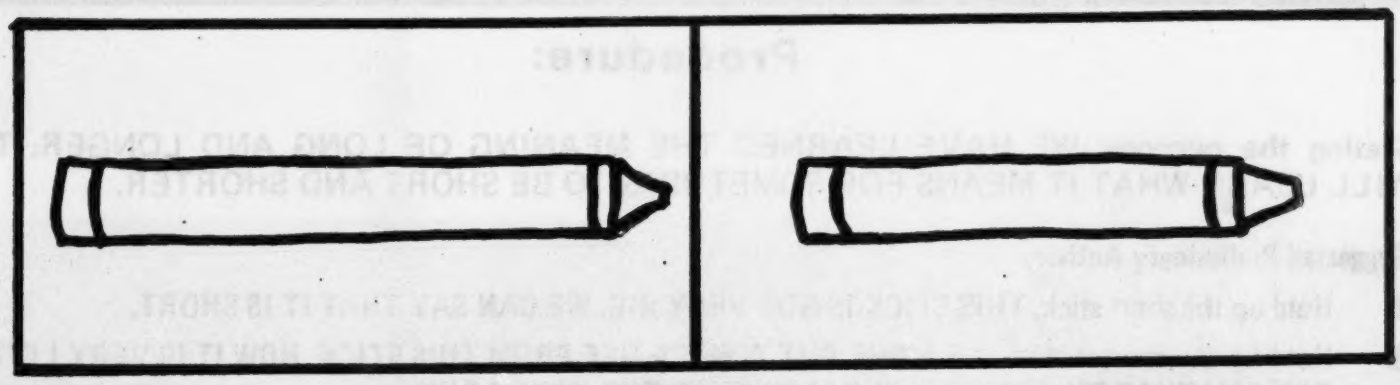

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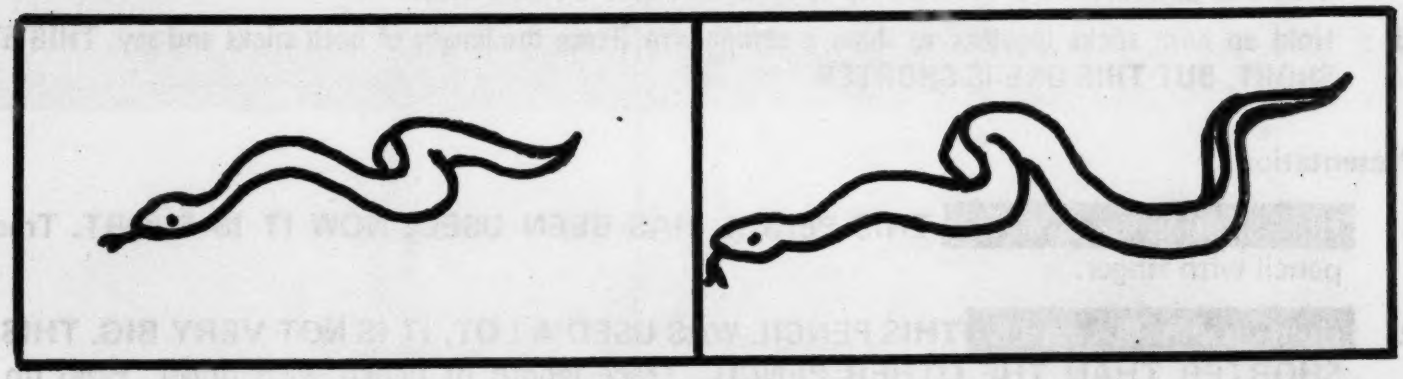

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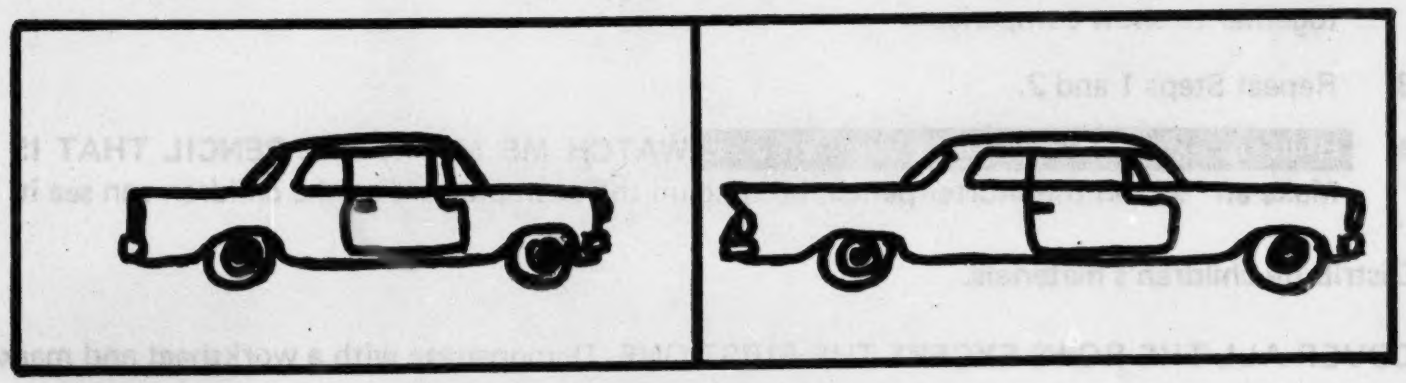

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LESSON

ASSOCIATIVE VOCABULARY SHORT – SHORTER

Anticipated Score: To be established	

Objective:

The child will demonstrate his ability to differentiate between short and shorter by marking the correct response.

Procedure:

A. **Stating the purpose:** WE HAVE LEARNED THE MEANING OF LONG AND LONGER. TODAY WE WILL LEARN WHAT IT MEANS FOR SOMETHING TO BE SHORT AND SHORTER.

Suggested Preliminary Activity

1. **Hold up the short stick. THIS STICK IS NOT VERY BIG. WE CAN SAY THAT IT IS SHORT.**
2. **Hold up the shorter stick. WE HAVE CUT A PIECE OFF FROM THIS STICK. NOW IT IS VERY LITTLE. WE CAN SAY THAT THIS STICK IS SHORTER THAN THE OTHER ONE.**
3. **Hold up both sticks together to show a comparison. Trace the length of both sticks and say, THIS STICK IS SHORT, BUT THIS ONE IS SHORTER.**

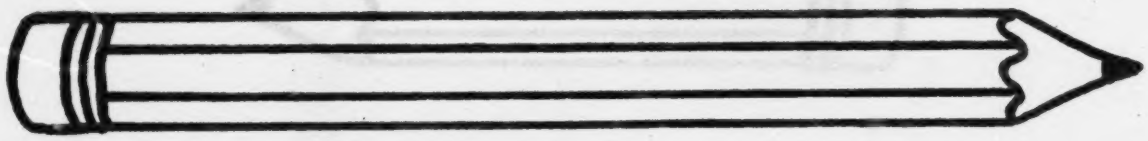
B. **Presentation:**

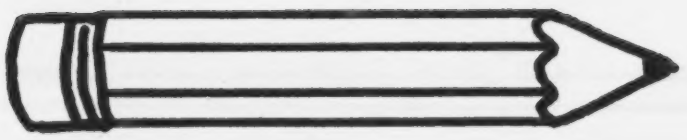
1. Hold up stimulus card A. **THIS PENCIL HAS BEEN USED. NOW IT IS SHORT.** Trace length of pencil with finger.
2. Hold up stimulus card B. **THIS PENCIL WAS USED A LOT. IT IS NOT VERY BIG. THIS PENCIL IS SHORTER THAN THE OTHER PENCIL.** Trace length of pencil with finger. Hold up both cards together to show comparison.
3. Repeat Steps 1 and 2.
4. Hold up example card and a black crayon. **WATCH ME MARK THE PENCIL THAT IS SHORTER.** Make an "X" on the shorter pencil, holding up the example card so the children can see it.

C. Distribute children's materials.

D. COVER ALL THE ROWS EXCEPT THE FIRST ONE. Demonstrate with a worksheet and market.

1. **LOOK AT ROW 1. MAKE AN "X" ON THE GIRL WITH THE SHORTER HAIR.**
2. **LOOK AT ROW 2. MAKE AN "X" ON THE BOY WITH THE SHORTER PANTS.**
3. **LOOK AT ROW 3. MAKE AN "X" ON THE SHORTER NAIL.**
4. **LOOK AT ROW 4. MAKE AN "X" ON THE SHORTER ROPE.**
5. **LOOK AT ROW 5. MAKE AN "X" ON THE SHORTER LINE.**





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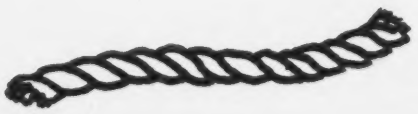

5

TEST MATERIALS CONTAINED ON TRANSPARENCIES 24-37

Theory-Rationale – test

1. What constitutes being considered a "disadvantaged" child?
2. What are some conflicts the culturally divergent child must face upon entering the school system?
3. What are some of the values held by an individual from a cultural minority which differ from that in the middle majority culture?

SHOW TRANSPARENCY # 24

4. How do the experiences of middle majority children equip them with the ability to defer gratification?
5. How does the RRR program help the culturally divergent child develop the ability to defer gratification?
6. What are some ways in which the design of the RRR program takes the child's value system into consideration?

SHOW TRANSPARENCY # 25

7. How can competition and social praise be utilized in a classroom of culturally divergent children?
8. Why can we say that reinforcing children through the use of tangible rewards is not a form of bribing?
9. Wouldn't a tangible reinforcement system work in a middle majority classroom?

SHOW TRANSPARENCY # 26

10. How does the concern for academic achievement differ in the minority and majority group home?
11. How can the reward system be used to its utmost capacity in building in intrinsic motivation?

SHOW TRANSPARENCY # 27

Lesson Content – questions

1. What specific factors were taken into consideration when designing the RRR content for culturally divergent children?
2. What psychomotor skills must be acquired in order to perform adequately on RRR lessons?
3. What is the importance of including lessons on left to right progression?

SHOW TRANSPARENCY # 28

4. How do the RRR lessons teach aural discrimination?
5. How do the lessons prevent children from becoming "reversing readers"?
6. How are the concepts for listening comprehension taught in the lessons?

SHOW TRANSPARENCY # 29

7. What areas are covered in associative vocabulary and what concepts do they teach?
8. How are each of the concepts presented in the lessons?

SHOW TRANSPARENCY # 30

RRR Lesson Procedure

1. What are some reasons for the uniform format of the RRR lessons?
2. How does the teacher "Establish Criteria"?
3. What are some reasons to include Preliminary Activities in the lessons?

SHOW TRANSPARENCY # 31

4. Describe the presentation of an RRR lesson.
5. How does the teacher determine whether the class has reached criteria?
6. What important step is included after the teacher has checked all the papers?

SHOW TRANSPARENCY # 32

7. When do the children receive rewards?
8. What is the criteria of a lesson?

SHOW TRANSPARENCY # 33

RRR – Overview – test

1. What is the purpose of the RRR program?
2. How is the goal of the program accomplished?
3. What content materials are used to accomplish the goals of the program?

SHOW TRANSPARENCY # 34

4. What is the goal for Phase I and how is it accomplished?
5. What type of reward system is utilized and why?
6. What's the goal of Phase II and how is this accomplished?

SHOW TRANSPARENCY # 35

7. How are tokens utilized in the program?
8. What is the goal of the final phase and how is it accomplished?
9. What is the eventual outcome of the RRR program?

SHOW TRANSPARENCY # 36

10. What is the purpose of the clock and the mouse and how is it used?
11. How is conventional means of praise incorporated in the program?

SHOW TRANSPARENCY # 37

APPENDIX I

A. Media materials accompanying the RRR program.

I. Transparencies
   a. 1 – 17 theory and rationale
   b. 18 – 23 observation schedule and paired practice
   c. 24 – 37 comprehensive set of questions covering all areas

II. Slide Tape Presentations
   a. RRR content
   b. RRR overview

III. 16mm Film
   a. RRR model film

B. Written Handouts

   a. integration of psychological and sociological principles with the reinforced readiness requisites program
   b. 13 situation cards for role playing participants
   c. instructions for paired practice and procedural steps
   d. observation schedule
   e. three lessons with stimulus and example cards

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2. Brembeck, C. S. *Social Foundations of Education; A Cross-Cultural Approach.* New York: John Wiley and Sons, Inc., 1966.